

Kissimmee Middle School



2015-16 School Improvement Plan

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

69%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

89%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement: To inspire a passion for learning that builds student achievement

Provide the school's vision statement

KMS is a school where professionals collaborate and openly share data, assess and reassess essential standards until ALL kids get it, and we teach, reteach and reinforce PBS school wide and classroom expectations tied to the three pillars of Academics, Responsibility and Self-Control. At KMS, every kid is my kid!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

KMS welcomes students from many different backgrounds gives students multiple opportunities to learn about other cultures as well as to share their culture with others. Our faculty is diverse as well and strives to make students feel valued.

Describe how the school creates an environment where students feel safe and respected before, during and after school

KMS is committed to PBS. All that we do is tied back to our three pillars of success which are Academics, Responsibility and Self Control. By setting expectations which are tied to these pillars in every area of school life, our students and teacher share a common language which creates a climate of understanding and mutual respect. Since students know what is expected of them and their peers, they feel respected and safe. We ensure that all students feel respected by making sure that appropriate behavior is reinforced and that expectations are retaught when they are not met.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PBS is our behavioral system at KMS. We have very clear expectations for student behavior and a way to reinforce positive behavior. Jaguars Achieve Greatness Using Academics, Responsibility, and Self Control is known by all teachers and staff. When a student does not meet our expectations then we reteach, but when they are meeting our expectations then they are rewarded. Our deans also have a menu of infractions which helps make sure that all discipline is consistent and fair.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school employees three full time counselors, a part time school psychologist and a part time social worker. Students have excellent access to these professionals and we refer students for their services based on their needs as they are assessed through MTSS.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In addition to the EWS listed here KMS also uses number of referrals ending in suspension, courses failed in a year, number of absences in the first 20 days, and number of tardy to school.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	14	36	26	76
One or more suspensions	85	101	56	242
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Mentoring program, "Why Try" program, ELO tutoring, Early Truancy Intervention, lunch bunch.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Increase participation of parents in family activities and School Advisory Council.

Increase parents' participation in students' education.

Provide parents with resources to help their children at home.

Inform parents about academic standards their children are assessed in.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has a person designated to build partnerships with businesses outside of the school. We have several very involved partners who donate time and resources to the school. In addition, we have an agreement with the city of Kissimmee which allows for them to use our facility and in return, they help sponsor many of our initiatives.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Weeden, Gary	Principal
Rolando, Eugenia	Assistant Principal
Bertram, Mackenzie	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal Gary Weeden is responsible for dis-aggregating data, identifying needs and strategies that address these needs, allocating resources efficiently, informing parents, and taking into account their input in the preparation of the SIP. He is also responsible for providing teachers with professional development that improves Tier 1 instruction and interventions, and monitoring implementation.

Assistant Principals, Eugenia Rolando and Mackenzie Bertram, are responsible for helping the principal in drafting the SIP and facilitating the communication between the principal and Spanish speaking parents. She is also responsible for monitoring instruction in Tier 1, actively participating in data analysis and the identification of students that need Tier 2 interventions.

Maria Cruz, MTSS Coach, is responsible for leading biweekly meetings to discuss specific student and school-wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area's levels of success and need. The core team may be divided into subgroups based on areas of expertise. The subgroups meet as needed to clarify behavior/ academic concerns, and frame problem-solving strategies matched with appropriate implement new interventions.

Guidance counselors, deans, social worker, school psychologist will focus on struggling students in need of behavior interventions and attendance issues.

Instructional coaches, and guidance counselors will focus on students struggling with academic interventions.

The whole MTSS team will address students in need of both social and academic interventions as well as work with ESE, and ESOL students that need specialized interventions.

The Intervention Assistance Team is comprised of the Principal, Assistant Principals, School Psychologist, 3 school Guidance Counselors, Literacy Coach, Math Coach, Positive Behavior Support (PBS) Designee, ELL Compliance Specialist, Deans, Social Worker, and ESE RCS coordinator.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Every student receives MTSS services through Tier 1. The MTSS leadership team, consisting of the Principal, Assistant Principals, Counselors, Deans (and Grade Level Chair), School Psychologist, Speech and Language Therapist, Literacy Coach, Math Coach, and MTSS Coach meet to disaggregate data and identify students who need services in Tier 2 and Tier 3.

Biweekly- Reading: Students in the lowest 10 percentile in STAR are receiving Tier 2 intervention in a double block Intensive Reading class. Students not proficient in STAR Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.

Biweekly- Math: The team will gather data from different sources, namely Diagnostic and Screening Assessment (STAR), and grades in common assessments, to determine students who are not making adequate progress in Math and need interventions through Tier 2 in Intensive Math classes. Those students who do not make adequate progress in Tier 2, will receive small group instruction twice a week in the Intensive Math class.

Weekly- Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors (Partners in Paws), and keeping Behavior Contracts.

Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed.

Communication between these grade level and content level teams occurs through academic coaches, grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator. In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
ROBERT BUSSIERE	Parent
Mackenzie Bertram	Teacher
Stephanie Selznick	Parent
Gary Weeden	Principal
Eugenia Rolando	Teacher
Nilda Correa	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

For the First SAC meeting, we presented the data available (Algebra, Civics, Biology EOCs, and FCAT Science) at the time. We also explained how we used STAR scores to determine students' reading and math proficiency and course placement for this school year.

Development of this school improvement plan

Given that the percentage of students who are proficient in reading and/or math is still low, we decided to keep our standards-based instruction goal from last year, and to add the collaboration and supportive piece in another goal to promote teacher collaboration and strengthen our belief that at Kissimmee Middle School, every kid is my kid.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

So far funds have been allocated for the establishment of a Student Council.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Duggar, Debi	Instructional Coach
Weeden, Gary	Principal
Bertram, Mackenzie	Assistant Principal
Rolando, Eugenia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Family Literacy Night, Book Clubs, and participation in Read Across America Day.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school is very involved in the PLC process. Teachers have common planning time with other teachers who teach the same grade and subject area. They are encourage to share data and problem solve on a daily basis. Norms and SMART goals are established for each of these groups.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When recruiting, the Principal and both Assistant Principals ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principal arrive at a decision together.

The questions asked during the interviews are tied to the 10 design questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn.

To retain highly qualified teachers, the Principal and both Assistant Principals provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mr. Tejada and Ms. Nieves are in charge of the Teacher Mentoring Program for New Family Members. New faculty members were assigned a mentor who is highly qualified and highly effective, teaches the same subject and when possible the same grade level, and whose room is close in proximity. Depending on new teachers' status, Mr. Tejada and Ms. Nieves will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers follow pacing guides from the district office that follow the standards for that course. The standard being addressed is each lesson plan and teachers are writing common assessments with scales which are aligned to the standard.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers in each PLC are using common assessments to test essential standards. After each common assessment, students who are not proficient in the standard are retaught and reassessed. If mastery has still not been demonstrated then the student is moved into the MTSS process.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 10,200

JumpStart: Students in need of tutoring or homework help in core academic subjects are welcome to attend this program daily, before school, 7:30 am to 8:30 am.

Strategy Rationale

Students who would otherwise be waiting on the street for school to begin are given extra opportunities for learning growth.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Weeden, Gary, weedeng@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected by student attendance and grades in core academic subjects. Effectiveness of the program will be determined by analyzing grades of students who attend the program at least 80% of the time (4 or 5 days a week).

Strategy: Extended School Day

Minutes added to school year: 150

ELO: Remediation/tutoring provided to students in the Lower Quartile in Math and Reading, in small group instruction, teacher-student rate 1:10, using standards-based materials. Tutoring takes place 2 times after school.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Weeden, Gary, weedeng@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monthly STAR reports.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Counselors visit all feeder schools in the spring to tell students about the school. Vertical articulation is done at the district level to insure that standards are built upon from school to school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

KMS promotes academic and career planning through the Guidance Counselors. Students are asked to complete a survey with their preference in elective classes. Students pursuing a career in music are placed in basic or advanced courses. Eighth grade students take the Personal Development and Career preparation to become aware of the different fields they may want to pursue a career in. They also receive personalized orientation regarding what high school to attend and what courses to take based on their career interests.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

KMS offers various elective classes that help students develop skills they need for their current classes, high school classes, college, and future careers.

Computer Application Business and Web Design: This course is designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management, and the Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and soft skills for business applications.

Business Keyboarding: In this course, students learn how to type correctly on a computer, the correct

vocabulary for computer hardware and technology, Microsoft Word, Excel, and Power Point, and how to research topics using the internet. The above skills can be used in all subject areas. For example, a science project asks students to conduct research, type reports about the project, and print graphics for the project. In order to complete those tasks a student would need to know to use a computer. In World History students may have a report assigned to them that the teacher requests it to be typed. The students should know how to set the report up in MLA style. Many of the core subjects request the students to complete a Power Point presentation during the year. Students who take this class will learn how to use Power Point.

Computing for College and Career: This course has direct relevance to all subjects that 8th grade students are taking. Microsoft Word, Excel, and Power Point so that they are capable of correctly completing all projects, reports, papers using the computer. Students learn soft business skills that are needed for their future careers and other core subjects such as filing, correct word choice, prioritizing specific work, etc. The course includes a career unit which involves creating a resume developing interview skills, which enhance students' public speaking skills. Public speaking is a skill needed to present assignments for all classes.

Project Lead the Way: Middle school is the perfect time for students to explore and learn that there is more than one way to reach a solution. PLTW Gateway provides engineering and biomedical science curriculum for middle school students that challenges, inspires, and offers schools variety and flexibility. Students get rigorous and relevant experiences through activity-, project-, and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The AVID strategies for college readiness (WICOR) will be employed throughout campus. Students will receive instruction in the Cornell note-taking system, critical reading skills such as annotating and summarizing texts, and reflective writing. Along with these academic "hard" skills, students will also practice organizational strategies through the implementation of one school-wide binder to house all subjects and agenda/planner use to improve time management. To improve the level of critical thinking and inquiry, students will participate in philosophical chairs and Socratic seminars.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Within a supportive environment teachers will collaborate to implement engaging lessons, develop rigorous tasks and use standards based common assessments to inform instructional decisions about student learning.
- G2.** Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Within a supportive environment teachers will collaborate to implement engaging lessons, develop rigorous tasks and use standards based common assessments to inform instructional decisions about student learning. 1a

G069213

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	42.0

Resources Available to Support the Goal 2

- Funds available for PLC work outside of normal contract hours as part of the SIG grant.
- PD for Marzano Model
- PLC professional development for school leaders by Dr. Tim Kannold.
- Academic coaches for Math, Literacy and Social Studies
- Support from district resource teachers
- District turnaround school personnel.
- PD for Marzano Model
- PLC professional development for school leaders by Dr. Tim Kannold.
- Academic coaches for Math, Literacy and Social Studies
- Support from district resource teachers
- District turnaround school personnel.

Targeted Barriers to Achieving the Goal 3

- Lack of structure for PLCs including clear expectations for outcomes, monitoring outcomes, and targeting coaching help.

Plan to Monitor Progress Toward G1. 8

Teachers' initial and final self-assessment on PLC stage status; meeting agendas and notes; lesson plans.

Person Responsible

Gary Weeden

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs and participation in PLC meetings.

G2. Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards. **1a**

 G069214

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - SWD	50.0
ELA/Reading Gains	75.0
AMO Reading - ELL	45.0
FSA English Language Arts - Achievement	25.0
FSA Mathematics - Achievement	20.0
FCAT 2.0 Science Proficiency	25.0

Resources Available to Support the Goal **2**

- Marzano Research lab professional Development, Becoming a Reflective Teacher
- Vision from Admin
- Item Specs
- Depth of knowledge from support staff.
- Modeling Lessons from Math, Science, Social Studies, and Literacy Coaches. For example model classrooms and peer observations.
- Content knowledge
- Title money
- CPalms and Course Descriptions
- Common Planning
- Parents
- Students
- Positive Climate
- Teachers open to change
- Florida Achieves for Math and Science
- STAR for progress monitoring and instructional resource
- District PD from Resource Teachers

Targeted Barriers to Achieving the Goal **3**

- Common understanding of the full intent and rigor of the standards across faculty.
- Lack of consistent use of high yield strategies to deliver instruction.

Plan to Monitor Progress Toward G2. 8

Teachers' lessons, tasks and assessments are aligned to the full intent of the standards.

Person Responsible

Schedule

Evidence of Completion

Student performance data on common standards aligned assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Within a supportive environment teachers will collaborate to implement engaging lessons, develop rigorous tasks and use standards based common assessments to inform instructional decisions about student learning. **1**

 **G069213**

G1.B4 Lack of structure for PLCs including clear expectations for outcomes, monitoring outcomes, and targeting coaching help. **2**

 **B180039**

G1.B4.S1 Principal will develop a clear set of expectations for each PLC. **4**

 **S191317**

Strategy Rationale

The current state of our PLC structure does not include concrete expectations for teachers and leaders.

Action Step 1 **5**

A set of expectations which include the frequency of PLC meetings, dates for collection of data, a timeline for data collection, collection of minutes from PLC meetings and a plan for celebrations.

Person Responsible

Gary Weeden

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Clear expectations were shared during preplanning and on weekly in Jaguar Journal. Data collection and analysis is facilitated by the academic coaches, who meet with the principal to address areas of concern and identify areas of growth. Celebrations are also done through Jaguar Journal as well as Faculty Meetings.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The principal will have a written set of expectations that he will share with each PLC. Additionally, a calendar will be kept and notes taken for each meeting with coaches and PLCs.

Person Responsible

Gary Weeden

Schedule

Biweekly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Meeting notes and evidence from PLCs that includes data from common assessments, and determines what to celebrate and what to support.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Using the Stages of a Professional Learning Community, PLC will assess which one of the 7 stages best describes them at the beginning of the year and throughout to show growth.

Person Responsible

Mackenzie Bertram


Schedule

Triannually, from 8/17/2015 to 5/25/2016

Evidence of Completion

"Stages of Professional Learning Teams" document will be collected and recorded.

G1.B4.S2 Administration will monitor the effectiveness of instruction and PLCs by using data to inform decisions. **4**

 S191318

Strategy Rationale

Data is the best indicator of how well instruction is working and is the best way to identify teachers who need support.

Action Step 1 **5**

Data chats will occur with core teachers following each district progress monitoring. Teachers who are not showing growth will be targeted for extra support by academic coaches and administrators.

Person Responsible

Gary Weeden

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Data chat forms which include analysis of data and opportunities for improvement.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 **6**

Leadership Team and Academic Coaches will participate in PLC meetings.

Person Responsible

Gary Weeden


Schedule

Daily, from 8/17/2015 to 5/27/2016


Evidence of Completion

Since the nature of the goal is qualitative (supportive environment; engaging lessons; rigorous tasks) the evidence of the fidelity will be in the classroom walkthroughs and observations.

G2. Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards. **1**

 G069214

G2.B1 Common understanding of the full intent and rigor of the standards across faculty. **2**

 B180041

G2.B1.S1 Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standard. **4**

 S191320

Strategy Rationale

Action Step 1 **5**

Core content area PLC Leads/ Coaches (and Bertram) will facilitate collaborative teams in prioritizing standards, unpack essential standards, and creating scales for each unit of instruction.

Person Responsible

Mackenzie Bertram

Schedule

Monthly, from 7/30/2015 to 6/3/2016

Evidence of Completion

PLC agenda notes, lesson plans, completed template for PD, unpacked standard

Action Step 2 **5**

Teachers will identify all standards associated with their respective courses according to Cpalms, prioritize those standards using leverage, readiness, endurance, and assessment connection to unpack and develop proficiency scales. Additionally, teachers will craft a common assessment based on essential standards for their first unit of study.

Person Responsible

Mackenzie Bertram

Schedule

On 8/7/2015

Evidence of Completion

Proficiency scale for prioritized standard, common assessment

Action Step 3 **5**

In Common Planning Groups/ Collaborative Teams, teachers will create a common assessment that is aligned to the proficiency scale with about 70% of the questions at a level 3 and 20% at a level 2 and 10% at a level 4. PLCs will also agree on a common grading practice for the common assessment.

Person Responsible

Mackenzie Bertram

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC agenda, common assessments, student grades

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

PD and coaching calendar, Provide feedback of lesson plans and PLCs, as well as observe instruction with standards based lessons.

Person Responsible

Schedule

Evidence of Completion

Professional Development calendar and iObservation feedback documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 **7**

Classroom walkthroughs focusing on transference of planned lessons encompassing standards based instruction, tasks and assessments into lesson delivery


Person Responsible

Schedule


Evidence of Completion

Administrative classroom walkthrough feedback documentation

G2.B10 Lack of consistent use of high yield strategies to deliver instruction. 2

 B180050

G2.B10.S1 With support, teachers will deliver lessons, tasks, and assessments aligned to the full intent of the standard. 4

 S191321

Strategy Rationale

Action Step 1 5

Administration will identify targeted support for teachers

Person Responsible

Schedule

Evidence of Completion

Classroom walk-through documentation

Action Step 2 5

Create protocol for coaching cycle and coaching PLC to include documentation and process outline

Person Responsible

Schedule

Evidence of Completion

Coach's log and coaching cycle

Action Step 3 5

Create a calendar for professional development as needs identified by administration walkthroughs

Person Responsible

Schedule

Evidence of Completion

School-wide PD calendar

Action Step 4 5

Create agenda and attendance sheets for professional development meetings

Person Responsible

Schedule

Evidence of Completion

Agenda and sign in sheets

Action Step 5 5

Email detailing professional development to include agenda, topic, what teachers need to bring, what teachers will take away, what teachers are expected to complete afterward.

Person Responsible

Schedule

Evidence of Completion

Email documentation

Action Step 6 5

Deliver professional development to all teachers to address specific instructional strategies, including and not limited to:

Collaborative structures

Small-group instruction

Gradual Release

Reading and writing to learn

Marzano's identified highly effective instructional strategies

PLC

Person Responsible

Schedule

Evidence of Completion

PD materials

Action Step 7 5

Minutes with deliverables outlined from professional development

Person Responsible

Schedule

Evidence of Completion

PD minutes and deliverables

Action Step 8 5

Coaching calendars, logs, and feedback to build capacity in pedagogy

Person Responsible

Schedule

Evidence of Completion

Coaching calendars and logs

Action Step 9 5

Professional development on modeling math lessons highlighting accountable talk and mathematical practices.

Person Responsible

Schedule

Evidence of Completion

Professional development sign in, agenda, and minutes.

Action Step 10 5

ELA and ILA lesson study. ELA and ILA teachers will participate in a lesson study which is tied to standards based instruction and model that lesson to other teachers.

Person Responsible

Schedule

Evidence of Completion

Lesson plan, agenda and observation.

Action Step 11 5

All coaches model lessons for teacher to show how to change lesson to increase student engagement.

Person Responsible

Schedule

Evidence of Completion

Coaches log

Action Step 12 5

Lesson plans are previewed by coaches for reflection before submission to administration.

Person Responsible

Schedule

Evidence of Completion

Lesson plans

Action Step 13 5

Teachers modify CIM delivery based on test assessment results.

Person Responsible

Schedule

Evidence of Completion

New instructional calendars

Action Step 14 5

Conduct instructional rounds for specific look-fors

Person Responsible

Schedule

Evidence of Completion

Completed look for form.

Action Step 15 5

Use data analysis to facilitate common PLC planning and data chats with teachers.

Person Responsible

Schedule

Evidence of Completion

PLC agenda

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Classroom implementation of designated professional development

Person Responsible

Schedule

Evidence of Completion

Classroom walk-through schedule and identified Look Fors based on targeted PD

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Progress tracking on standards based common assessments

Person Responsible

Schedule

Evidence of Completion

Results tracked on STAR Math/Reading assessments, Osceola Writes, science common assessments, and math assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	A set of expectations which include the frequency of PLC meetings, dates for collection of data, a timeline for data collection, collection of minutes from PLC meetings and a plan for celebrations.	Weeden, Gary	8/17/2015	Clear expectations were shared during preplanning and on weekly in Jaguar Journal. Data collection and analysis is facilitated by the academic coaches, who meet with the principal to address areas of concern and identify areas of growth. Celebrations are also done through Jaguar Journal as well as Faculty Meetings.	5/27/2016 monthly
G1.B4.S2.A1	Data chats will occur with core teachers following each district progress monitoring. Teachers who are not showing growth will be targeted for extra support by academic coaches and administrators.	Weeden, Gary	9/7/2015	Data chat forms which include analysis of data and opportunities for improvement.	5/27/2016 monthly
G2.B1.S1.A1	Core content area PLC Leads/ Coaches (and Bertram) will facilitate collaborative teams in prioritizing standards, unpack essential standards,	Bertram, Mackenzie	7/30/2015	PLC agenda notes, lesson plans, completed template for PD, unpacked standard	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and creating scales for each unit of instruction.				
G2.B10.S1.A1	Administration will identify targeted support for teachers		Classroom walk-through documentation	one-time	
G2.B1.S1.A2	Teachers will identify all standards associated with their respective courses according to Cpalms, prioritize those standards using leverage, readiness, endurance, and assessment connection to unpack and develop proficiency scales. Additionally, teachers will craft a common assessment based on essential standards for their first unit of study.	Bertram, Mackenzie	8/3/2015	Proficiency scale for prioritized standard, common assessment	8/7/2015 one-time
G2.B10.S1.A2	Create protocol for coaching cycle and coaching PLC to include documentation and process outline		Coach's log and coaching cycle	one-time	
G2.B1.S1.A3	In Common Planning Groups/ Collaborative Teams, teachers will create a common assessment that is aligned to the proficiency scale with about 70% of the questions at a level 3 and 20% at a level 2 and 10% at a level 4. PLCs will also agree on a common grading practice for the common assessment.	Bertram, Mackenzie	8/17/2015	PLC agenda, common assessments, student grades	5/27/2016 weekly
G2.B10.S1.A3	Create a calendar for professional development as needs identified by administration walkthroughs		School-wide PD calendar	one-time	
G2.B10.S1.A4	Create agenda and attendance sheets for professional development meetings		Agenda and sign in sheets	one-time	
G2.B10.S1.A5	Email detailing professional development to include agenda, topic, what teachers need to bring, what teachers will take away, what teachers are expected to complete afterward.		Email documentation	one-time	
G2.B10.S1.A6	Deliver professional development to all teachers to address specific instructional strategies, including and not limited to: Collaborative structures Small-group instruction Gradual Release Reading and writing to learn Marzano's identified highly effective instructional strategies PLC		PD materials	one-time	
G2.B10.S1.A7	Minutes with deliverables outlined from professional development		PD minutes and deliverables	one-time	
G2.B10.S1.A8	Coaching calendars, logs, and feedback to build capacity in pedagogy		Coaching calendars and logs	one-time	
G2.B10.S1.A9	Professional development on modeling math lessons highlighting accountable talk and mathematical practices.		Professional development sign in, agenda, and minutes.	one-time	
G2.B10.S1.A10	ELA and ILA lesson study. ELA and ILA teachers will participate in a lesson study which is tied to standards based instruction and model that lesson to other teachers.		Lesson plan, agenda and observation.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B10.S1.A11	All coaches model lessons for teacher to show how to change lesson to increase student engagement.		Coaches log	one-time	
G2.B10.S1.A12	Lesson plans are previewed by coaches for reflection before submission to administration.		Lesson plans	one-time	
G2.B10.S1.A13	Teachers modify CIM delivery based on test assessment results.		New instructional calendars	one-time	
G2.B10.S1.A14	Conduct instructional rounds for specific look-fors		Completed look for form.	one-time	
G2.B10.S1.A15	Use data analysis to facilitate common PLC planning and data chats with teachers.		PLC agenda	one-time	
G1.MA1	Teachers' initial and final self-assessment on PLC stage status; meeting agendas and notes; lesson plans.	Weeden, Gary	8/17/2015	Classroom walkthroughs and participation in PLC meetings.	6/3/2016 weekly
G1.B4.S1.MA1	Using the Stages of a Professional Learning Community, PLC will assess which one of the 7 stages best describes them at the beginning of the year and throughout to show growth.	Bertram, Mackenzie	8/17/2015	"Stages of Professional Learning Teams" document will be collected and recorded.	5/25/2016 triannually
G1.B4.S1.MA1	The principal will have a written set of expectations that he will share with each PLC. Additionally, a calendar will be kept and notes taken for each meeting with coaches and PLCs.	Weeden, Gary	8/3/2015	Meeting notes and evidence from PLCs that includes data from common assessments, and determines what to celebrate and what to support.	5/27/2016 biweekly
G1.B4.S2.MA1	Leadership Team and Academic Coaches will participate in PLC meetings.	Weeden, Gary	8/17/2015	Since the nature of the goal is qualitative (supportive environment; engaging lessons; rigorous tasks) the evidence of the fidelity will be in the classroom walkthroughs and observations.	5/27/2016 daily
G2.MA1	Teachers' lessons, tasks and assessments are aligned to the full intent of the standards.		Student performance data on common standards aligned assessments	once	
G2.B1.S1.MA1	Classroom walkthroughs focusing on transference of planned lessons encompassing standards based instruction, tasks and assessments into lesson delivery		Administrative classroom walkthrough feedback documentation	once	
G2.B1.S1.MA1	PD and coaching calendar, Provide feedback of lesson plans and PLCs, as well as observe instruction with standards based lessons.		Professional Development calendar and iObservation feedback documentation	once	
G2.B10.S1.MA1	Progress tracking on standards based common assessments		Results tracked on STAR Math/ Reading assessments, Osceola Writes, science common assessments,	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and math assessments		
G2.B10.S1.MA1	Classroom implementation of designated professional development		Classroom walk-through schedule and identified Look Fors based on targeted PD	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards.

G2.B1 Common understanding of the full intent and rigor of the standards across faculty.

G2.B1.S1 Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standard.

PD Opportunity 1

Core content area PLC Leads/ Coaches (and Bertram) will facilitate collaborative teams in prioritizing standards, unpack essential standards, and creating scales for each unit of instruction.

Facilitator

School coaches, PLC Leads, Bertram

Participants

Content Teachers

Schedule

Monthly, from 7/30/2015 to 6/3/2016

PD Opportunity 2

Teachers will identify all standards associated with their respective courses according to Cpalms, prioritize those standards using leverage, readiness, endurance, and assessment connection to unpack and develop proficiency scales. Additionally, teachers will craft a common assessment based on essential standards for their first unit of study.

Facilitator

Mackenzie Bertram

Participants

all teachers

Schedule

On 8/7/2015

G2.B10 Lack of consistent use of high yield strategies to deliver instruction.

G2.B10.S1 With support, teachers will deliver lessons, tasks, and assessments aligned to the full intent of the standard.

PD Opportunity 1

Deliver professional development to all teachers to address specific instructional strategies, including and not limited to: Collaborative structures Small-group instruction Gradual Release Reading and writing to learn Marzano's identified highly effective instructional strategies PLC

Facilitator

Participants

Schedule

Budget

Budget Data

1	G1.B4.S1.A1	A set of expectations which include the frequency of PLC meetings, dates for collection of data, a timeline for data collection, collection of minutes from PLC meetings and a plan for celebrations.	\$0.00
2	G1.B4.S2.A1	Data chats will occur with core teachers following each district progress monitoring. Teachers who are not showing growth will be targeted for extra support by academic coaches and administrators.	\$0.00
3	G2.B1.S1.A1	Core content area PLC Leads/ Coaches (and Bertram) will facilitate collaborative teams in prioritizing standards, unpack essential standards, and creating scales for each unit of instruction.	\$0.00
4	G2.B1.S1.A2	Teachers will identify all standards associated with their respective courses according to Cpalms, prioritize those standards using leverage, readiness, endurance, and assessment connection to unpack and develop proficiency scales. Additionally, teachers will craft a common assessment based on essential standards for their first unit of study.	\$0.00
5	G2.B1.S1.A3	In Common Planning Groups/ Collaborative Teams, teachers will create a common assessment that is aligned to the proficiency scale with about 70% of the questions at a level 3 and 20% at a level 2 and 10% at a level 4. PLCs will also agree on a common grading practice for the common assessment.	\$0.00
6	G2.B10.S1.A1	Administration will identify targeted support for teachers	\$0.00
7	G2.B10.S1.A10	ELA and ILA lesson study. ELA and ILA teachers will participate in a lesson study which is tied to standards based instruction and model that lesson to other teachers.	\$0.00
8	G2.B10.S1.A11	All coaches model lessons for teacher to show how to change lesson to increase student engagement.	\$0.00

Budget Data						
9	G2.B10.S1.A12	Lesson plans are previewed by coaches for reflection before submission to administration.				\$0.00
10	G2.B10.S1.A13	Teachers modify CIM delivery based on test assessment results.				\$0.00
11	G2.B10.S1.A14	Conduct instructional rounds for specific look-fors				\$0.00
12	G2.B10.S1.A15	Use data analysis to facilitate common PLC planning and data chats with teachers.				\$0.00
13	G2.B10.S1.A2	Create protocol for coaching cycle and coaching PLC to include documentation and process outline				\$0.00
14	G2.B10.S1.A3	Create a calendar for professional development as needs identified by administration walkthroughs				\$0.00
15	G2.B10.S1.A4	Create agenda and attendance sheets for professional development meetings				\$0.00
16	G2.B10.S1.A5	Email detailing professional development to include agenda, topic, what teachers need to bring, what teachers will take away, what teachers are expected to complete afterward.				\$0.00
17	G2.B10.S1.A6	Deliver professional development to all teachers to address specific instructional strategies, including and not limited to: Collaborative structures Small-group instruction Gradual Release Reading and writing to learn Marzano's identified highly effective instructional strategies PLC				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0251 - Kissimmee Middle School	Title I Part A		\$25,000.00
18	G2.B10.S1.A7	Minutes with deliverables outlined from professional development				\$0.00
19	G2.B10.S1.A8	Coaching calendars, logs, and feedback to build capacity in pedagogy				\$0.00
20	G2.B10.S1.A9	Professional development on modeling math lessons highlighting accountable talk and mathematical practices.				\$0.00
Total:						\$25,000.00