

School District of Osceola County, FL

Kissimmee Middle School



2016-17 Schoolwide Improvement Plan

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	D

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Kissimmee Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission Statement: Inspiring all students to reach their highest potential as responsible, productive citizens

b. Provide the school's vision statement.

All Students will achieve at high levels.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	14	36	26	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	85	101	56	0	0	0	0	242
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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, Operation Jag, lunch time interventions, ZAP

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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. This year we are partnering with ALCO to host adult English classes on our campus two nights per week.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Weeden, Gary	Principal
Rolando, Eugenia	Assistant Principal
Bertram, Mackenzie	Assistant Principal
Duggar, Debi	Instructional Coach
Mabra, Jane	Instructional Coach
Hirschauer-Ayres, Amanda	Instructional Coach

b. Duties

1. 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.

Jane Mabra, MTSS Coach, is responsible for leading weekly 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 are divided into subgroups based on areas of expertise. The subgroups meet on a three week rotation, namely reading, math, and behavior, to clarify behavior/academic concerns, and frame problem-solving strategies matched with appropriate interventions.

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

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

The entire 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.

2. 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, School Counselors, Deans, School Psychologist, Speech and Language Therapist, Literacy Coach, Math Coach, and MTSS Coach meet to dis-aggregate data and identify students who need services in Tier 2 and Tier 3.

Reading: All students who received a level 1 in FSA reading are enrolled in an intensive reading class. Additionally, all students receive instruction in reading in heterogeneous group in a Research class. During intensive reading classes students in the lowest quartile receives small group instruction.

Math: Students who are not taking intensive reading and are not proficient in math are enrolled in an intensive math class. Students are eligible to exit the class once they have reached adequate progress. On the other hand, students who are not proficient in math and not enrolled in an intensive math class will receive small group intervention once a week on essential tested standards.

Behavior: The team will identify students with challenging behaviors and use appropriate PBIS strategies to modify these behaviors, including assigning Mentors (Partners in Paws), and keeping Behavior Contracts. Additionally, students who are recommend for Tier 2 intervention will enroll in Operation Jag (Check-in, Check-out). If student continues to exhibit behavioral concerns, he/she will receive additional intervention through programs such as Why Try and Second Step.

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 Problem Solving 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, deans and school 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 core instruction.

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. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida 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, based on student achievement data, 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 and assistance transitioning to post-secondary education or employment.

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 Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. Evaluation of last year's school improvement plan

We have shared our data from previous year and discussed what went well and what did not go well with our plan. We explained that a greater school wide focus on literacy was needed.

b. 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. We also chose to include a goal connected to school wide literacy. This goal will cause us to focus deliberately on literacy in all content area classes by introducing a new critical reading protocol to be used at least monthly in all content area classrooms.

c. Preparation of the school's annual budget and plan

2. 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. Numerous requests were brought before SAC last year. Class materials and PBS rewards were the most requested funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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, participation in Read Across America Day, AVID Critical Reading Protocol for all content area classes.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

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

Amanda Hirschauer is 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, Mrs. Hirschauer 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Once a scale is established then teachers use a lesson plan template tied to the Marzano Instructional Framework which guides teachers through the unit of study.

b. Instructional Strategies

1. 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.

2. 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, gary.weeden@osceolaschools.net

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, gary.weeden@osceolaschools.net

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

Monthly STAR reports.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To have a school wide approach to increase literacy instruction in all classrooms.
- 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To have a school wide approach to increase literacy instruction in all classrooms. **1a**

 G085411

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal **3**

- No schoolwide process for critical reading in the content area

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Core connections
- AVID critical reading protocol
- Close reading protocol

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

 G085412

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - SWD	63.0
ELA/Reading Gains	75.0
AMO Reading - ELL	59.0
FSA ELA Achievement	25.0
FSA Mathematics Achievement	20.0
FCAT 2.0 Science Proficiency	25.0

Targeted Barriers to Achieving the Goal **3**

- Need for additional Professional Development in Standards Based Instruction
- Lack of consistent use of high yield strategies to deliver instruction.

Resources Available to Help Reduce or Eliminate the Barriers **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
- i-Ready for progress monitoring and instructional resource
- District PD from Resource Teachers
- Common lesson plan template
- Instructional framework

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Gary Weeden

Schedule

On 5/26/2017

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

 = Problem Solving Step  S123456 = Quick Key


G1. To have a school wide approach to increase literacy instruction in all classrooms. 1

 G085411

G1.B1 No schoolwide process for critical reading in the content area 2

 B227145

G1.B1.S1 Develop and monitor a literacy plan that will prioritize critical reading within content areas and focus on literacy standards. 4

 S239667

Strategy Rationale

There currently is no plan in place.

Action Step 1 5

Deliver professional development in a critical reading protocol to be used for teaching literacy through the content of social studies and science.

Person Responsible

Mackenzie Bertram

Schedule

On 10/19/2016

Evidence of Completion

Classroom walkthroughs and lesson plans

Action Step 2 5

Assist PLC in selecting grade level text that aligns to the unit of study, developing facilitation questions using the AVID critical reading protocol, creating and tracking literacy/comprehension test questions

Person Responsible

Mackenzie Bertram

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

An article and comprehension questions that meets the above criteria from each Social Studies and Science PLC on a monthly basis throughout the school year.

Action Step 3 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

Classroom walkthroughs and lesson plans

Person Responsible

Gary Weeden

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Classroom walkthroughs and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Classroom walkthroughs and student work

Person Responsible

Gary Weeden


Schedule

Weekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

student work (marked text and 6-8 questions FSA aligned), grades in grade book

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

 G085412

G2.B4 Need for additional Professional Development in Standards Based Instruction 2

 B227151

G2.B4.S1 Provide professional development for teachers on how to unpack standards by developing learning targets, determining complexity and placing targets on a scale. 4

 S239670

Strategy Rationale

There is currently no school wide process for building scales and scaffolding instruction.

Action Step 1 5

Administration will attend professional development titled Leading for Learning.

Person Responsible

Gary Weeden

Schedule

On 7/26/2016

Evidence of Completion

Successful completion of the course will be evidenced by course completion certificate from LSI

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Attend the PD session and provide feedback on presentation materials

Person Responsible

Gary Weeden

Schedule

Evidence of Completion

Power point, hand outs and teacher products at the end of the session.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teachers will begin designing scales for their essential standards and submit them with lesson plans for each unit of study.

Person Responsible

Schedule

On 5/26/2017

Evidence of Completion

Scales and lesson plans

G2.B4.S2 Develop a lesson plan template which will help teachers scaffold instruction using the Marzano Instructional Framework along side the standards based proficiency scale. **4**

 S239671

Strategy Rationale

Once a scale is written then teachers need a delivery system for their lessons that scaffolds student learning up to the full intent of standard.

Action Step 1 **5**

Seek help from Learning Sciences International to develop a lesson plan template that includes all components of the scales and guides teachers in a delivery plan for scaffolded learning targets.

Person Responsible

Gary Weeden

Schedule

Evidence of Completion

A lesson plan template.

Action Step 2 **5**

Use the LSI template as test case to illicit feedback from a small group of teachers and used feedback to modify the template for our needs.

Person Responsible

Gary Weeden

Schedule

Evidence of Completion

A modified lesson plan template

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Attend PLC and give real time feedback to teachers as they plan standards based lessons using the new template.

Person Responsible

Gary Weeden

Schedule

On 5/26/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Lessons which are planned with the new device will be observed and feedback will be given the is tied directly to the lesson plan.

Person Responsible

Gary Weeden

Schedule

On 5/26/2017

Evidence of Completion

G2.B9 Lack of consistent use of high yield strategies to deliver instruction. 2

B227156

G2.B9.S1 4

S239674

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.B9.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.B9.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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A3 A310317	[no content entered]		No Start Date		No End Date once
G2.B4.S1.MA1 M317946	Attend the PD session and provide feedback on presentation materials	Weeden, Gary	8/3/2016	Power point, hand outs and teacher products at the end of the session.	No End Date one-time
G2.B4.S1.A2 A310323	[no content entered]		No Start Date		No End Date one-time
G2.B9.S1.MA1 M317952	Progress tracking on standards based common assessments		No Start Date	Results tracked on STAR Math/Reading assessments, Osceola Writes, science common assessments, and math assessments	No End Date once
G2.B9.S1.MA1 M317953	Classroom implementation of designated professional development		No Start Date	Classroom walk-through schedule and identified Look Fors based on targeted PD	No End Date once
G2.B9.S1.A1 A310329	Administration will identify targeted support for teachers		No Start Date	Classroom walk-through documentation	No End Date one-time
G2.B9.S1.A2 A310330	Create protocol for coaching cycle and coaching PLC to include documentation and process outline		No Start Date	Coach's log and coaching cycle	No End Date one-time
G2.B9.S1.A3 A310331	Create a calendar for professional development as needs identified by administration walkthroughs		No Start Date	School-wide PD calendar	No End Date one-time
G2.B9.S1.A4 A310332	Create agenda and attendance sheets for professional development meetings		No Start Date	Agenda and sign in sheets	No End Date one-time
G2.B9.S1.A5 A310333	Email detailing professional development to include agenda, topic, what teachers need to bring,...		No Start Date	Email documentation	No End Date one-time
G2.B9.S1.A6 A310334	Deliver professional development to all teachers to address specific instructional strategies,...		No Start Date	PD materials	No End Date one-time
G2.B9.S1.A7 A310335	Minutes with deliverables outlined from professional development		No Start Date	PD minutes and deliverables	No End Date one-time
G2.B9.S1.A8 A310336	Coaching calendars, logs, and feedback to build capacity in pedagogy		No Start Date	Coaching calendars and logs	No End Date one-time
G2.B9.S1.A9 A310337	Professional development on modeling math lessons highlighting accountable talk and mathematical...		No Start Date	Professional development sign in, agenda, and minutes.	No End Date one-time
G2.B9.S1.A10 A310338	ELA and ILA lesson study. ELA and ILA teachers will participate in a lesson study which is tied to...		No Start Date	Lesson plan, agenda and observation.	No End Date one-time
G2.B9.S1.A11 A310339	All coaches model lessons for teacher to show how to change lesson to increase student engagement.		No Start Date	Coaches log	No End Date one-time
G2.B9.S1.A12 A310340	Lesson plans are previewed by coaches for reflection before submission to administration.		No Start Date	Lesson plans	No End Date one-time
G2.B9.S1.A13 A310341	Teachers modify CIM delivery based on test assessment results.		No Start Date	New instructional calendars	No End Date one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B9.S1.A14  A310342	Conduct instructional rounds for specific look-fors		No Start Date	Completed look for form.	No End Date one-time
G2.B9.S1.A15  A310343	Use data analysis to facilitate common PLC planning and data chats with teachers.		No Start Date	PLC agenda	No End Date one-time
G2.B4.S2.A1  A310324	Seek help from Learning Sciences International to develop a lesson plan template that includes all...	Weeden, Gary	7/25/2016	A lesson plan template.	No End Date one-time
G2.B4.S2.A2  A310325	Use the LSI template as test case to illicit feedback from a small group of teachers and used...	Weeden, Gary	7/27/2016	A modified lesson plan template	No End Date one-time
G2.B4.S1.A1  A310322	Administration will attend professional development titled Leading for Learning.	Weeden, Gary	7/25/2016	Successful completion of the course will be evidenced by course completion certificate from LSI	7/26/2016 one-time
G1.B1.S1.A1  A310315	Deliver professional development in a critical reading protocol to be used for teaching literacy...	Bertram, Mackenzie	7/18/2016	Classroom walkthroughs and lesson plans	10/19/2016 one-time
G2.MA1  M317954	Teachers' lessons, tasks and assessments are aligned to the full intent of the standards.	Weeden, Gary	8/10/2016	Student performance data on common standards aligned assessments	5/26/2017 one-time
G1.B1.S1.A2  A310316	Assist PLC in selecting grade level text that aligns to the unit of study, developing facilitation...	Bertram, Mackenzie	8/10/2016	An article and comprehension questions that meets the above criteria from each Social Studies and Science PLC on a monthly basis throughout the school year.	5/26/2017 monthly
G2.B4.S1.MA1  M317945	Teachers will begin designing scales for their essential standards and submit them with lesson...		8/10/2016	Scales and lesson plans	5/26/2017 one-time
G2.B4.S2.MA1  M317947	Lessons which are planned with the new device will be observed and feedback will be given the is...	Weeden, Gary	8/10/2016		5/26/2017 one-time
G2.B4.S2.MA1  M317948	Attend PLC and give real time feedback to teachers as they plan standards based lessons using the...	Weeden, Gary	8/10/2016		5/26/2017 one-time
G1.B1.S1.MA1  M317940	Classroom walkthroughs and student work	Weeden, Gary	8/3/2016	student work (marked text and 6-8 questions FSA aligned), grades in grade book	5/30/2017 weekly
G1.B1.S1.MA1  M317941	Classroom walkthroughs and lesson plans	Weeden, Gary	8/10/2016	Classroom walkthroughs and lesson plans	5/30/2017 weekly

V. Professional Development Opportunities

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

G1. To have a school wide approach to increase literacy instruction in all classrooms.

G1.B1 No schoolwide process for critical reading in the content area

G1.B1.S1 Develop and monitor a literacy plan that will prioritize critical reading within content areas and focus on literacy standards.

PD Opportunity 1

Deliver professional development in a critical reading protocol to be used for teaching literacy through the content of social studies and science.

Facilitator

Debi Duggar, Mackenzie Bertram, Abby Arnold, Gary Weeden, Kelley Mulvihill

Participants

all teachers

Schedule

On 10/19/2016

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

G2.B4 Need for additional Professional Development in Standards Based Instruction

G2.B4.S1 Provide professional development for teachers on how to unpack standards by developing learning targets, determining complexity and placing targets on a scale.

PD Opportunity 1

Administration will attend professional development titled Leading for Learning.

Facilitator

Penny Sell of Learning Sciences International

Participants

Mackenzie Bertram, Gary Weeden, Eugenia Rolando

Schedule

On 7/26/2016

G2.B4.S2 Develop a lesson plan template which will help teachers scaffold instruction using the Marzano Instructional Framework along side the standards based proficiency scale.

PD Opportunity 1

Seek help from Learning Sciences International to develop a lesson plan template that includes all components of the scales and guides teachers in a delivery plan for scaffolded learning targets.

Facilitator

Penny Sells

Participants

Gary Weeden, Eugenia Rolando, Mackenzie Bertram

Schedule

G2.B9 Lack of consistent use of high yield strategies to deliver instruction.

G2.B9.S1

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Deliver professional development in a critical reading protocol to be used for teaching literacy through the content of social studies and science.	\$0.00
2	G1.B1.S1.A2	Assist PLC in selecting grade level text that aligns to the unit of study, developing facilitation questions using the AVID critical reading protocol, creating and tracking literacy/comprehension test questions	\$0.00
3	G1.B1.S1.A3		\$0.00
4	G2.B4.S1.A1	Administration will attend professional development titled Leading for Learning.	\$0.00
5	G2.B4.S1.A2		\$0.00
6	G2.B4.S2.A1	Seek help from Learning Sciences International to develop a lesson plan template that includes all components of the scales and guides teachers in a delivery plan for scaffolded learning targets.	\$0.00
7	G2.B4.S2.A2	Use the LSI template as test case to illicit feedback from a small group of teachers and used feedback to modify the template for our needs.	\$0.00
8	G2.B9.S1.A1	Administration will identify targeted support for teachers	\$0.00
9	G2.B9.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
10	G2.B9.S1.A11	All coaches model lessons for teacher to show how to change lesson to increase student engagement.	\$0.00
11	G2.B9.S1.A12	Lesson plans are previewed by coaches for reflection before submission to administration.	\$0.00
12	G2.B9.S1.A13	Teachers modify CIM delivery based on test assessment results.	\$0.00
13	G2.B9.S1.A14	Conduct instructional rounds for specific look-fors	\$0.00
14	G2.B9.S1.A15	Use data analysis to facilitate common PLC planning and data chats with teachers.	\$0.00
15	G2.B9.S1.A2	Create protocol for coaching cycle and coaching PLC to include documentation and process outline	\$0.00
16	G2.B9.S1.A3	Create a calendar for professional development as needs identified by administration walkthroughs	\$0.00
17	G2.B9.S1.A4	Create agenda and attendance sheets for professional development meetings	\$0.00
18	G2.B9.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

Osceola - 0251 - Kissimmee Middle School - 2016-17 SIP
Kissimmee Middle School

19	G2.B9.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	2016-17
			0251 - Kissimmee Middle School	Title I, Part A		\$25,000.00
20	G2.B9.S1.A7	Minutes with deliverables outlined from professional development				\$0.00
21	G2.B9.S1.A8	Coaching calendars, logs, and feedback to build capacity in pedagogy				\$0.00
22	G2.B9.S1.A9	Professional development on modeling math lessons highlighting accountable talk and mathematical practices.				\$0.00
Total:						\$25,000.00