

School District of Osceola County, FL

Narcoossee Middle School



2016-17 Schoolwide Improvement Plan

Narcoossee Middle School

2700 N NARCOOSSEE RD, Saint Cloud, FL 34771

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	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	B	A

**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	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 Narcoossee 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.

Our #1 priority is student achievement with high expectations being the responsibility of our entire community.

b. Provide the school's vision statement.

Everything we do is solely for the students; we believe we can teach all students and that all students will learn given the appropriate resources.

2. School Environment

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

Teachers start the school year utilizing various activities which encourage students to share, in a risk-free environment, allowing for classrooms to build community. The activities are continually built upon throughout the school year. Many faculty/student events are held during the school year, such as faculty/student basketball games, faculty/student dodge ball games, and student to faculty letters of appreciation.

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

In the morning, all students gather in either the cafeteria or the gym until the morning bell rings. Students are monitored by staff members and administration, the media center is available to select group of students to access materials prior to the start of the school day. The Guidance Counselor is available every morning for student consultation. Additionally, the guidance is always open for emergencies. The bell schedule has been altered to provide a staggered lunch that will limit the amount of students in the cafeteria at a specific time. During the day, teachers and the leadership team monitor hallways and common areas during all transitional times. School-wide PBS is utilized by all faculty and staff, which fosters a safe environment. Dismissal is staggered to reduce the traffic in hallways and stairwells. Dismissal is carefully monitored by administration and staff throughout the campus. Students feel comfortable speaking with all adults when they have concerns or personal issues. Students with concerns are encouraged to complete a Personal Statement Form with the Dean's Office. All concerns are handled within a 24 hour period.

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.

School-wide PBIS is implemented, clear expectations are modeled, communicated and posted for students to see. All faculty and staff are trained in using PBIS. Additionally, faculty and staff are trained in how to issue minor infractions, Deans monitor the system so that behavior can be handled proactively versus re-actively. The ISS program has been decreased from five days to two weekly. This will allow students to complete the consequence in a timely manner and not miss class time. Utilizing the AVID site team, along with PTO, these groups join resources to provide incentives for the PBIS school-wide programs.

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.

Guidance counselor is available to students daily. Students are encouraged to seek assistance when needed, group sessions which focus on social skills, anger management, and coping skills are also organized and held as needed. Additionally, all faculty and staff are available to students to discuss personal concerns. In a crisis situation the guidance counselor, leadership team and Sheriffs resource officer are equipped to ensure that the child is not in danger of being hurt or hurting themselves. Lastly, a licensed mental health counselor visits our school to consult with students who are in need of counseling services.

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.

Attendance below 90% or more than 18 days out of school: The attendance clerk will communicate. One or more suspensions: Deans and Guidance will monitor suspension rates and provide necessary interventions through MTSS.

Failure of core academic classes: grade chairs will communicate monthly with administration and data chats will be conducted through the MTSS program and PLC meetings

Level 1 or 2 score on statewide assessments: MTSS coach and instructional coaches will provide progress monitoring monthly.

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	0	11	15	0	0	0	0	26	
One or more suspensions	0	0	0	0	0	0	0	62	64	0	0	0	0	126	
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	35	32	63	0	0	0	0	130	

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	19	24	0	0	0	0	43	

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

Tier 2 support in classrooms

MTSS/Rtl coordinator on site

Monthly data chats

PLC data sharing

All level 1 students who score below 10th percentile scheduled into double block of reading

Intensive Math and Intensive Language Arts classes will be using the i-Ready program for learning pahts to fill in gaps in skills for foundational learning

Tier 3 pull out tutoring
Support facilitation at all grade levels
AVID strategies school wide
PBIS behavior tracking system
Tier 2 behavior tracking sheets
Use of agenda
Ongoing progress monitoring through i-Ready
PENDA is used for our Science students that need extra support

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

Open house, Curriculum night, Academic Family Focus Night, Science Forensic Night, Bear Times newsletter and Monthly Academic Booster and SAC meetings, are all of the aforementioned events used to foster relationships with families and are available to the entire community. Progress reports are distributed halfway through each quarter to notify parents of their child's progress in classes. In addition, parents have access to the district parent portal, this allows for easy access to student grades. The School Website is used to communicate important school events as well as provide parents and community members access to the School Improvement Plan and the Mission and Vision of the school. The AVID site team is a resource involving school and community members. Parents and students have access to the Remind program which sends out text messages to keep them updated with school events. Access is free for every parent and student. Currently, we have over 500 parents and students registered.

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 works diligently to garner support from business partners and to build relationships with local businesses. For example, local restaurants host weekly events; a percentage of the proceeds are then given back to the school. The school allows numerous community organizations to utilize its facilities throughout the year, thus making the school an integral part of the community and creating school-community partnerships.. School programs such as band and chorus encourage students to perform at local events. Additionally, AVID classes bring students to visit local colleges such as Valencia and UCF. Teachers also invite local business representatives to speak on topics that interest students and align with their curriculum. the Arts After School program, an interactive theater program sponsored by Osceola Arts, is offered at Narcoossee for 35-40 students to attend. This program is held twice a week for approximately 12 weeks and culminates with a staged performance of a student-produced play.

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
Telemko, Frank	Principal
Clevenger, Marcia	Assistant Principal
Steirer, Shelia	Instructional Coach
Joseph, Brian	Instructional Media
Stone, David	Other
Jurgens, Andrea	Dean
Rutkowski, Rebecca	Other
Melvin, Michael	Dean

b. Duties

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

Mr. Frank Telemko, Principal - Data disaggregation, school-based leadership
Mrs. Marcia Clevenger, Assistant Principal - Data disaggregation, school-based leadership
Mr. David Stone, Assistant Principal - Data Disaggregation, school-based leadership
Mr. Mike Melvin, Dean - Behavioral data and develops appropriate interventions
Mrs. Andrea Jurgens, Dean - Behavioral data and develops appropriate interventions
Mrs. Sheila Steirer, Literacy Coach - Provide instructional support, professional development
Mrs. Rebecca Rutkowski, Resource Teacher - MTSS/Testing Coordinator
Mr. Brian Joseph, Media Specialist - Provide materials and instructional support
Mrs. Jennifer McAllister, Guidance Counselor

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.

The Leadership Team (PST) meets weekly to address school wide and student needs. Individual student data is reviewed with areas of concern noted and a plan of support is put in place. School wide data is also reviewed and compared to the SIP goals to gauge progress.

Supplemental Academic Instruction (SAI) money will be utilized to fund After-School Academic Camps and additional instructional programs to assist in meeting the needs of our students. AVID tutors are utilized to provide assistance for those that have organization and academic struggles.

The administration meets monthly with grade chairs, PLC teams, PBIS, and AVID Site Team members to ensure expectations and goals are met for each group. The Literacy Leadership Team meets monthly to develop academic and research-based resources to help teachers integrate literacy strategies in content classrooms. The Literacy Leadership Team develops activities to help foster a school-wide culture of literacy.

District Resource teachers are invited and attend department PLC team meetings to help with the

interpretation of data and helps teachers brainstorm ideas and design lessons to meet the needs of all students.

The Professional Development Path is a living document that is revised monthly to meet the needs of the faculty in ensuring success for all students. Progress Monitoring and school-wide data is used to help create specific Professional Development. The second Tuesday of the month is designated for PD during teacher planning. Instructional coaches will conduct Professional Development based on the needs of the school. Teachers will be empowered to facilitate PD based on conferences they attend and their expertise in a given area.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mr. Robert Hicks	Business/Community
Mr. Frank Telemko	Principal
Stephanie Hicks	Parent
Andria Jurgens	Teacher
Joe Mifsud	Teacher
Barbara Cox	Business/Community
	Student

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

The School Advisory Council continuously monitored the school's progress toward its learning goals. Additionally, the SAC provided the financial support for the activities that were used to enhance instruction.

Academically focused activities helped the school in working toward the learning goals that had been set. Each month the district SAC cadre meeting is attended by NCMS SAC members.

b. Development of this school improvement plan

The School Advisory Council assisted in the identification of the critical areas in which the school should focus. Additionally, they helped in the development of the 2016-2017 school improvement goals and targets. The school administration presents the edited SIP to the faculty and SAC during the first two weeks of the school year.

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

The SAC drives the use of funds that are received from the State for school improvement which is \$5.00 per student. During monthly SAC meetings, school improvement initiatives are discussed and SAC votes on any expenditures. All funds must be utilized for things that are directly related to the school improvement plan and the increased academic achievement of students.

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

Initial school improvement funds last year were \$5,777.00. The funds were used to pay for substitute teachers for curriculum planning days and staff professional development attendance, which amounted to \$2,461.39. The PENDA Science program was ordered for our science teachers at the cost \$2,100.00. Calculators were purchased for the total of \$772.00. The Glass Analysis program was purchased for teachers that teach ELL students in order to help with language development. The cost was \$2,074.40. NCMS rolled forward \$1,697.88 to the current school year. Anticipated SAC funds for the 2016-2017 school year are \$6,125.00, based on a population of 1225 students.

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
Telemko, Frank	Principal
Steirer, Shelia	Instructional Coach
Joseph, Brian	Instructional Media

b. Duties

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

The LLT will consist of faculty members from the ELA and Reading departments, as well as teachers from all content areas and elective areas. The LLT will meet monthly to promote literacy school-wide through the following events:

Summer Reading

Monitor Teen-Biz and i-Ready data

Battle of the Books

DBQ writing within Social Studies and Science Core Curriculum classes

Promotion of Sunshine State Books

Book Fairs will be held three times a year with one night during each week open for parents and students to visit and purchase books

Increase in Media Center collection

Author Visit

School-wide Literacy Night

State Literacy Week activities

Encourage Content Area reading in core classes and elective areas

Teachers maintain Professional Portfolios

Academic Family Forum Night (FSA/Florida Standards Informational Night)

40 Book Challenge

Social Studies and Science teachers have access to TeenBiz for Content articles

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.

Common planning is utilized so that PLC teams can meet at least weekly. Common lesson plans and common assessments will continue to be the focus of PLC meetings.

Principal incorporates time for positive praise between faculty and staff during faculty meetings, AVID site team will work with the "Cheer Committee" to promote social activities among teachers and staff. Teachers are encouraged to participate in lesson study in order to cultivate relationships, improve teaching practices and increase student achievement.

Faculty and staff are encouraged to participate in committees so that they form strong working and personal relationships.

All activities must focus on Relevance, Rigor, and Relationships in order to keep the school-wide focus on student learning. All classroom activities will be geared towards standards and meeting curriculum goals.

We will continue to use Mind-Set reading materials and encourage the growth mindset for students and faculty.

Resources will continue to be available to help PLC teams build valid, relevant common assessments in order to tailor instruction to ensure academic success for all students. The PLC teams will work collaboratively to establish a guaranteed and viable curriculum.

Learning Goals and scales will be developed to be more standards-based and specific to student learning.

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

1. Rigorous recruiting standards: School Administration will conduct Rigor Walks to help support teachers through observations, feedback and professional development.

2. Emphasis on staff culture and professional development: The entire faculty will have access to professional development that is relevant to their needs and assigned positions.

3. A Mentor Program for first year teachers and teachers new to Osceola County School District: Brian Joseph and Sheila Steirer will provide activities and support through mentoring and professional development. Workshops will be offered through the district PD office as well.

4. Ensure AVID school-wide and empower the AVID Site team. The AVID team will work with all staff members to help integrate WICOR and other AVID strategies into daily instruction.

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

Brian Joseph and Sheila Steirer are the Mentor Leads at Narcoossee Middle School. Each new teacher is paired with a veteran teacher based on an individual needs basis. Ongoing mentor/mentee Professional Learning Communities are utilized to share information and collaborate. Activities will be planned to help new teachers learn about NCMS and to help build relationships with other staff members. Mrs. Clevenger, Assistant Principal, will conduct a "Welcome to Narcoossee Middle School" orientation for all new teachers and new to NCMS teachers before pre-planning.

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.

Language Arts Textbooks are correlated to the Florida standards. Reading Textbooks are correlated to Florida standards.

Continuous professional development is provided on standards-based instruction. A Professional Development Path has been developed and will be revised as necessary to align with progress monitoring school data.

District Resource Teachers, along with instructional coaches and classroom teacher input, have developed curriculum pacing guides that have been published for all teachers to utilize.

Lesson development is completed through PLC and is aligned to the Florida Standards.

Common Assessment and formative/summative assessments will be created through PLC teams to further progress monitor students so that instruction can be adjusted as needed.

Teachers are encouraged to work collaboratively and engage in lesson study to develop highly effective teaching practices.

i-Ready data will be utilized by all ELA/Reading and Math teachers to monitor progress, develop instructional groups based on needs, and allow for differentiated small group instruction in intensive classes.

NCMS has begun the implementation of "WIN" Time, What I Need, as a school-wide intervention and enrichment period for all students. This half-hour time period allows for students to review and/or extend learning for each of their classes over a two-week period. Students attend an extra half-hour session for each of their classes once every two weeks and teachers will use this time to review common assessment data with their students, reteach and review important concepts, and extend learning by challenging students through exploration of other topics within their content.

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.

The I-Ready program provides data for school-wide progress monitoring. In addition to data, the i-Ready program provides each student with a learning path of tutorials and strategy lessons to help fill-in the gaps in learning of specific grade-level content. The program also provides instructional grouping and strategies lessons for remediation and enrichment to meet the diverse needs of all students. Ongoing progress monitoring allows us to identify the current needs of students and to develop appropriate Tier 2 and Tier 3 interventions for students who are not making adequate progress. In addition, the data is utilized to to develop instruction to challenge high achieving students. The i-Ready data and PLC group data is utilized by ELA and Math teachers to design instructional practices to best meet the needs of all students. ELA and intensive math teachers are utilizing small group rotations to modify instruction tailored to the specific needs of all levels of students.

PLC groups regularly share data about their students' performance on common formative assessments. PLC groups then utilize the shared data to develop lessons to target the standards that students have not demonstrated proficiency on and also identify the standards in which the students are proficient or advanced. Teachers that have shown exemplary results in teaching specific standards are sharing effective instructional practices with teachers of struggling students in order to modify instruction to assist the struggling students in meeting the standard.

District Resource teachers are visiting departments during PLC time to hold Data Chats and help teachers with the interpretation of the data. After the data has been reviewed, teachers meet to discuss the needs of the students and design lessons to meet these needs. Each teacher has a copy of the lowest quartile students and will monitor closely for needs and remediation of skills.

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: Extended School Day

Minutes added to school year: 26,400

SPIRIT Program - a free program offered to all students of NCMS. This program provides a wide variety of programs that enhance, enrich and remediate in a fun and inviting manner. This program is meant to enhance overall school performance. Students are monitored for performance, attendance, and behavior.

Strategy Rationale

The SPIRIT after school program provides students with an opportunity to be part of a multitude of enrichment opportunities that they would not otherwise be exposed to. Additionally, this program offers literacy opportunities to participant and their families. Quality after school programs have been linked to higher student achievement and better attendance and better behavior during the school day.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Clevenger, Marcia, marcia.clevenger@osceolaschools.net

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

Student grades are monitored throughout the school year to determine if the program is being effective in helping students. Surveys are also conducted for feedback. Additionally, FSA data is reviewed during the summer to compare SPIRIT students' progress with students that are not enrolled in this program.

Strategy: Extended School Day

Minutes added to school year: 1,200

Reading, Writing, and Math Camp opportunities will be extended to students that are considered our "bubble" students. These sessions will be held once or twice per week, depending on the subject, for 6-10 weeks. Teachers will deliver standards-based instruction above and beyond what the students receive in the classroom to help students better grasp concepts and skills needed for success in the subject.

Strategy Rationale

The after school camps provides students with an opportunity to be part of a smaller group in an instructional setting that will allow for more individualized learning. Additionally, these camps offer opportunities for students to monitor their own academic progress and determine how they can improve by focusing on specific skills. Quality after school programs have been linked to higher student achievement and better attendance and better behavior during the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Telemko, Frank, frank.telemko@osceolaschools.net

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

Student grades are monitored throughout the school year to determine if the program is being effective in helping students. Surveys are also conducted for feedback. Additionally, FSA data is reviewed during the summer to see if the program was helpful for students and if they met with success.

Strategy: Summer Program

Minutes added to school year: 1,440

Summer Success Program-This program is designed to enhance the educational opportunities for students needing extra support in reading and math. Students are encouraged to work collaboratively to utilize critical thinking skills as they solve problems. Incoming sixth graders attend an a 6th Grade Orientation Camp to orient them to middle school concepts and the use of the AVID Binder and AVID strategies. This camp helps to acclimate students to the middle school campus and the expectations of an AVID-based middle school. The Summer Success Program also offers enrichment camps for Physical Science, Algebra I, and Geometry. Students are invited to attend the camps to help them prepare for the rigor of these upper-level courses. Middle school students are able to obtain high school credit when they are successful in these type courses. The camps are designed to facilitate their success.

Strategy Rationale

This program allows students to participate in opportunities to enrich and support their educational needs. Students are learning in a fun and collaborative manner in a risk-free environment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clevenger, Marcia, marcia.clevenger@osceolaschools.net

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

We will collect data at the end of the year on the number of students that attended the summer program that passed the EOC exams in the high school level courses. We will also monitor the success of the 6th graders that attended the 6th Grade Orientation Summer Camp

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.

AVID coordinators visit feeder elementary schools to introduce the AVID program and provide information to teachers and students about the program. Students are also invited to attend the 6th Grade Orientation Program during the summer. During the 6th Grade Spring Orientation students are able to sign up for the Summer Success Program. This information is also available on the school website.

The fine arts department also reaches out to feeder elementary schools to recruit new students for the program through performance at the feeder schools.

Administration, Literacy Coach. and ELA teachers visit the feeder schools in the Spring to promote the Summer Success Programs and to answer student questions about middle school.

High school counselors and special program representatives come to our campus to assist 8th grade students in course selection and registration.

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.

The AVID schoolwide hosts a variety of events, including College Week, College t-shirt day, and teacher-led college discussion, that promote college awareness and help build interest in colleges. The AVID elective courses are offered to over 200 students. These classes are designed to help prepare students for rigorous academic courses.

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

STEM-Project Lead the Way is an engineering program which introduces students to the principals and skills needed to pursue technical careers. The STEM program also offer an after-school club that is designed around inquiry and engineering through the use of Legos.

This school year we have added a Culinary Arts elective class for students. This program will allow students to explore the culinary arts field and the many facets of a career in this area.

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

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.

ELA proficient level was a strength however, Integration of Knowledge and Ideas is a subcategory of focus for ELA Reading assessment. Both Geometry and Biology results were successful, the need to focus on Algebra 1 and FCAT science is another area of focus. In both ELA and Math, the lowest quartile and learning gains is another area of focus.

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.

NCMS will focus on Standard based instruction and teaching to the depth of knowledge (DOK) Teachers will teach to the depth of the standards using the Marzano and Webb's Depth of Knowledge levels for questioning and activities.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Provide rigorous instruction to the depth of the standard in order to improve student proficiency and learning gains.
- G2.** To implement AVID strategies school-wide to promote a positive environment designed to increase student achievement.

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. Provide rigorous instruction to the depth of the standard in order to improve student proficiency and learning gains. 1a

G085417

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the relationship between the curriculum map and the depth of standards.
- Implementing Marzano high yield strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Master Schedule Common Planning/ PLC/Professional Development
- Leadership Team providing teacher feedback
- Support Facilitation
- Teacher Professional Portfolio (Binder)
- AVID strategies school wide
- WIN Time
- District resource teachers - Department data chats
- PBIS
- PLC
- Math Solutions Strategies
- iReady
- Core Connections

Plan to Monitor Progress Toward G1. 8

Student assessment data showing that students are making learning gains. Use of data to differentiate instruction evident in lesson plans.

Person Responsible

Frank Telemko

Schedule

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

Evidence of Completion

Evidence of best practices being used and noted through PLC artifacts and lesson plans..
Evidence of students making progress using results of iReady tests, data from common assessments, data from district tests.

G2. To implement AVID strategies school-wide to promote a positive environment designed to increase student achievement. **1a**

 G085418

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal **3**

- Teacher fidelity with implementing AVID school-wide strategies

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

- Common planning for PLC
- AVID Site Team
- AVID Center resource for teachers and students
- NCMS Professional Portfolio for each teacher (AVID Binder)
- Professional Development activities for AVID

Plan to Monitor Progress Toward G2. **8**

AVID Strategy Survey results, walk-through data, PLC minutes documenting discussions of AVID strategy use.

Person Responsible

Frank Telemko

Schedule

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

Evidence of Completion

PLC minutes and agendas and strategy checklist located in each teacher's Professional Portfolio.

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. Provide rigorous instruction to the depth of the standard in order to improve student proficiency and learning gains. **1**

 G085417

G1.B1 Teachers understanding of the relationship between the curriculum map and the depth of standards.

2

 B227182

G1.B1.S1 Professional development and PLC discussions to demonstrate instructional planning that involves teaching to the depth of the standards. **4**

 S239689

Strategy Rationale

Increase student engagement in the classroom and provide students with clear learning goals for targeted instruction.

Action Step 1 **5**

Grade level and subject area groups will establish norms and utilize PLC groups effectively, create common assessments, share data and develop differentiated standards-based lessons to meet needs of all students.

Person Responsible

Frank Telemko

Schedule

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

Evidence of Completion

PLC minutes, PLC norms, monthly data chats, copies of common assessments, classroom walk-through shows evidence of common planning, common assessments.

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

Each PLC group will be assigned an administrator who will monitor PLC meetings, evaluate PLC minutes common assessments, and hold data chats with PLC groups.

Person Responsible

Marcia Clevenger

Schedule

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

Evidence of Completion

PLC minutes, Lesson Plans, copies of common assessments and data, minutes from data chats

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

Monthly PLC data chats, review of PLC minutes, student performance on common assessments, district assessments and iReady

Person Responsible

Shelia Steirer

Schedule

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

Evidence of Completion

Data from common assessments, data from I-Ready, data from district baseline and quarterly assessments.

G1.B1.S2 PLC teams will use data to progress monitor standards based instruction and differentiate as needed. 4

 S239690

Strategy Rationale

Teachers must utilize data with fidelity in order to make decisions about the instructional needs of their students.

Action Step 1 5

Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes, specifically common assessments iReady data

Person Responsible

Shelia Steirer

Schedule

Every 6 Weeks, from 8/24/2016 to 6/10/2017

Evidence of Completion

Handouts from PD, Professional Development sign in sheets and course surveys.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLC meetings that include data chats.

Person Responsible

David Stone

Schedule

Monthly, from 9/5/2016 to 5/22/2017

Evidence of Completion

PLC agendas and minutes, data charts and analysis added to Professional Learning Portfolio.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership team will review lesson plans to check for implementation of strategies for increasing student achievement determined in PLC's based on current student data.

Person Responsible

Marcia Clevenger

Schedule

Monthly, from 8/18/2016 to 6/5/2017


Evidence of Completion

Evidence of differentiated instruction in lesson plans

G1.B2 Implementing Marzano high yield strategies 2

 B227183

G1.B2.S1 Focus on the use of the Marzano taxonomy crosswalk. 4

 S239691

Strategy Rationale

To effectively instruct students to the depth of the standards.

Action Step 1 5

Provide Professional Development that will instruct teachers in the creation of learning goals and scales.

Person Responsible

Shelia Steirer

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teacher artifacts: Teachers will create learning goals and scales and post in classrooms. Sample copies will be given to administration.

Person Responsible

Marcia Clevenger

Schedule

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

Evidence of Completion

Samples of learning goals and scales will be reviewed by the leadership team and revised as needed. Teachers will share during PLC department meetings and note any comments in PLC minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Admin classroom walk through and feedback, data chats and PLC minutes with discussion notes.

Person Responsible

Marcia Clevenger

Schedule

Every 6 Weeks, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC discussion notes will be reviewed. Class walk through data will be tallied by administration and teacher feedback will be given as needed. Sample learning goals and scales will be shared at faculty meetings as best practices.

G2. To implement AVID strategies school-wide to promote a positive environment designed to increase student achievement. 1

 G085418

G2.B1 Teacher fidelity with implementing AVID school-wide strategies 2

 B227184

G2.B1.S1 Increasing walk-throughs to provide authentic feedback 4

 S239692

Strategy Rationale

To open a line of communication of the school-wide AVID expectations

Action Step 1 5

Administration walk through

Person Responsible

Shelia Steirer

Schedule

Monthly, from 8/24/2016 to 5/22/2017

Evidence of Completion

Sign in sheets and agenda from PD, evidence of AVID strategies in use during walk-throughs, development of ways to use AVID strategies discussed in PLC minutes.

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

Leadership team members will attend AVID Site Team meetings, assist with AVID strategy implementation, and support AVID strategies through walk-through comments.

Person Responsible

Frank Telemko

Schedule

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

Evidence of Completion

AVID Site Team meeting minutes, walk-through data, and AVID strategy checklists in lesson plans.

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

AVID Site Team members will meet with grade-level PLCs to survey teachers on the use of strategies and their effectiveness. Team members will answer questions and offer assistance as needed.

Person Responsible

Marcia Clevenger

Schedule

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

Evidence of Completion

Results of AVID Strategy Survey given to PLC Teams, walk-through data that shows use of AVID strategies.

G2.B1.S2 Increase professional development activities for AVID strategy instruction. AVID trained teachers will demonstrate model lessons by using side by side coaching. 4

 S239693

Strategy Rationale

Develop a common language working towards common goals. To promote positive culture through engaging instruction to improve student achievement.

Action Step 1 5

Provide professional development to bridge the use of AVID strategies with standards-based instruction. To provide teachers with access to side-by-side coaching with AVID trained teachers for model lessons.

Person Responsible

Shelia Steirer

Schedule

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

Evidence of Completion

Professional Development Path and workshop sign in sheets, model lesson plan artifacts.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Evidence of strategies gained at professional development in lesson plans and seen during walk through activities, side-by-side model lesson plans presented to leadership team.

Person Responsible

Frank Telemko

Schedule

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

Evidence of Completion

Lesson plans and walk through data.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Walk through comments will be provided as teachers are seen using AVID strategies with instruction, model lesson plans shared and discussed within PLC teams.

Person Responsible

Marcia Clevenger

Schedule





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

Evidence of Completion

Professional development sign in sheets, lesson plans with AVID strategies, PLC minutes that include discussion notes from model lessons.

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					
G2.B1.S2.MA1 M317997	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1 A310371	Administration walk through	Steirer, Shelia	8/24/2016	Sign in sheets and agenda from PD, evidence of AVID strategies in use during walk-throughs, development of ways to use AVID strategies discussed in PLC minutes.	5/22/2017 monthly
G1.B1.S2.MA1 M317989	PLC meetings that include data chats.	Stone, David	9/5/2016	PLC agendas and minutes, data charts and analysis added to Professional Learning Portfolio.	5/22/2017 monthly
G1.MA1 M317992	Student assessment data showing that students are making learning gains. Use of data to...	Telemko, Frank	8/10/2016	Evidence of best practices being used and noted through PLC artifacts and lesson plans.. Evidence of students making progress using results of iReady tests, data from common assessments, data from district tests.	5/30/2017 quarterly
G2.MA1 M317998	AVID Strategy Survey results, walk-through data, PLC minutes documenting discussions of AVID...	Telemko, Frank	8/10/2016	PLC minutes and agendas and strategy checklist located in each teacher's Professional Portfolio.	5/30/2017 monthly
G1.B1.S1.MA1 M317986	Monthly PLC data chats, review of PLC minutes, student performance on common assessments, district...	Steirer, Shelia	8/10/2016	Data from common assessments, data from I-Ready, data from district baseline and quarterly assessments.	5/30/2017 monthly
G1.B1.S1.MA1 M317987	Each PLC group will be assigned an administrator who will monitor PLC meetings, evaluate PLC...	Clevenger, Marcia	8/10/2016	PLC minutes, Lesson Plans, copies of common assessments and data, minutes from data chats	5/30/2017 monthly
G1.B1.S1.A1 A310368	Grade level and subject area groups will establish norms and utilize PLC groups effectively, create...	Telemko, Frank	8/10/2016	PLC minutes, PLC norms, monthly data chats, copies of common assessments, classroom walk-through shows evidence of common planning, common assessments.	5/30/2017 monthly
G1.B2.S1.MA1 M317990	Admin classroom walk through and feedback, data chats and PLC minutes with discussion notes.	Clevenger, Marcia	8/10/2016	PLC discussion notes will be reviewed. Class walk through data will be tallied by administration and teacher feedback will be given as needed. Sample learning goals and scales will be shared at faculty meetings as best practices.	5/30/2017 every-6-weeks
G1.B2.S1.MA1 M317991	Teacher artifacts: Teachers will create learning goals and scales and post in classrooms. Sample...	Clevenger, Marcia	8/10/2016	Samples of learning goals and scales will be reviewed by the leadership team and revised as needed. Teachers will share during PLC department meetings and note any comments in PLC minutes.	5/30/2017 quarterly
G1.B2.S1.A1 A310370	Provide Professional Development that will instruct teachers in the creation of learning goals and...	Steirer, Shelia	8/10/2016		5/30/2017 quarterly
G2.B1.S1.MA1 M317993	AVID Site Team members will meet with grade-level PLCs to survey teachers on the use of strategies...	Clevenger, Marcia	8/10/2016	Results of AVID Strategy Survey given to PLC Teams, walk-through data that shows use of AVID strategies.	5/30/2017 monthly
G2.B1.S1.MA1 M317994	Leadership team members will attend AVID Site Team meetings, assist with AVID strategy...	Telemko, Frank	8/10/2016	AVID Site Team meeting minutes, walk-through data, and AVID strategy checklists in lesson plans.	5/30/2017 monthly
G2.B1.S2.MA1 M317995	Walk through comments will be provided as teachers are seen using AVID strategies with instruction,...	Clevenger, Marcia	8/10/2016	Professional development sign in sheets, lesson plans with AVID strategies, PLC minutes that include discussion notes from model lessons.	5/30/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1  M317996	Evidence of strategies gained at professional development in lesson plans and seen during walk...	Telemko, Frank	8/10/2016	Lesson plans and walk through data.	5/30/2017 monthly
G2.B1.S2.A1  A310372	Provide professional development to bridge the use of AVID strategies with standards-based...	Steirer, Shelia	8/10/2016	Professional Development Path and workshop sign in sheets, model lesson plan artifacts.	5/30/2017 semiannually
G1.B1.S2.MA1  M317988	Leadership team will review lesson plans to check for implementation of strategies for increasing...	Clevenger, Marcia	8/18/2016	Evidence of differentiated instruction in lesson plans	6/5/2017 monthly
G1.B1.S2.A1  A310369	Provide teachers with Professional Development on data resources and how to effectively utilize the...	Steirer, Shelia	8/24/2016	Handouts from PD, Professional Development sign in sheets and course surveys.	6/10/2017 every-6-weeks

V. Professional Development Opportunities

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

G1. Provide rigorous instruction to the depth of the standard in order to improve student proficiency and learning gains.

G1.B1 Teachers understanding of the relationship between the curriculum map and the depth of standards.

G1.B1.S2 PLC teams will use data to progress monitor standards based instruction and differentiate as needed.

PD Opportunity 1

Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes, specifically common assessments iReady data

Facilitator

Sheila Steirer and Rebecca Rutkowski

Participants

All staff

Schedule

Every 6 Weeks, from 8/24/2016 to 6/10/2017

G1.B2 Implementing Marzano high yield strategies

G1.B2.S1 Focus on the use of the Marzano taxonomy crosswalk.

PD Opportunity 1

Provide Professional Development that will instruct teachers in the creation of learning goals and scales.

Facilitator

Sheila Steirer, Andria Jurgens, Rebecca Rutkowski, Marisha Smalling

Participants

All teachers

Schedule

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

G2. To implement AVID strategies school-wide to promote a positive environment designed to increase student achievement.

G2.B1 Teacher fidelity with implementing AVID school-wide strategies

G2.B1.S1 Increasing walk-throughs to provide authentic feedback

PD Opportunity 1

Administration walk through

Facilitator

Amanda Bartlett, Amy Henson, Sheila Steirer

Participants

All NCMS Teachers and Staff

Schedule

Monthly, from 8/24/2016 to 5/22/2017

G2.B1.S2 Increase professional development activities for AVID strategy instruction. AVID trained teachers will demonstrate model lessons by using side by side coaching.

PD Opportunity 1

Provide professional development to bridge the use of AVID strategies with standards-based instruction. To provide teachers with access to side-by-side coaching with AVID trained teachers for model lessons.

Facilitator

SheilaSteirer, Amanda Bartlett, Amy Henson

Participants

All teachers

Schedule

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

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	Grade level and subject area groups will establish norms and utilize PLC groups effectively, create common assessments, share data and develop differentiated standards-based lessons to meet needs of all students.				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	0040 - Narcoossee Middle School	School Improvement Funds		\$700.00
			Notes: Notes			
2	G1.B1.S2.A1	Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes, specifically common assessments iReady data				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	750-Other Personal Services	0040 - Narcoossee Middle School	School Improvement Funds		\$3,500.00
			Notes: Substitutes for content teachers as they develop standards-based instructions according to assessment data.			
3	G1.B2.S1.A1	Provide Professional Development that will instruct teachers in the creation of learning goals and scales.				\$0.00
4	G2.B1.S1.A1	Administration walk through				\$2,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	750-Other Personal Services	0040 - Narcoossee Middle School	School Improvement Funds		\$2,750.00
			Notes: AVID Acceleration			
5	G2.B1.S2.A1	Provide professional development to bridge the use of AVID strategies with standards-based instruction. To provide teachers with access to side-by-side coaching with AVID trained teachers for model lessons.				\$0.00
Total:						\$6,950.00