

Lake County Schools

# Clermont Middle School



2016-17 Schoolwide Improvement Plan

## Clermont Middle School

301 EAST AVE, Clermont, FL 34711

<https://clm.lake.k12.fl.us/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	60%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	C

*\*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 Lake 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Clermont Middle School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

CLMS Mission:

Our mission is to prepare students to be independent learners by providing a safe and supportive environment where each student is encouraged and challenged, academically and socially, to become a successful and responsible citizen.

##### b. Provide the school's vision statement.

CLMS Vision:

In the pursuit of excellence in education, it is the mission of Clermont Middle School to provide all students with a safe environment that provides the academic, social, and physical skills to be successful in middle school while preparing the students for their secondary education.

Our vision is that these skills will also serve our students to become successful in the adult workplace and become life-long learners in the 21st century.

#### 2. School Environment

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

Teachers are encouraged to share their "Teacher Story" with students during the first week of school to build relationships and help students know why their teachers do what they do each day. Many teachers engage students in a similar activity, to help the teachers know about students' cultures, interests, etc.

Student Council officers are an active part of our School Advisory Council, providing input and building relationships with parents and staff.

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

Our school wide Positive Behavior Support system was selected as the middle school exemplar PBS system for the district in 2014-15. As of this date, the school continues to exemplify the best practices of this program. The PBS system rewards and promotes good choices and positive actions by students, assisting in cultivating a safe and positive school environment.

Implementation of the school Bully-Proofing curriculum, taught explicitly and consistently throughout the school year (awareness, strategies, culture, reporting steps, etc.) by PLUS teachers on collaborative planning days.

Monthly Safety Committee meetings, followed by specific action steps for improvement. Students have a safe environment in early morning hours with teacher supervision.

Monthly feedback from School Advisory Council members, as well as documented responses from the Stakeholder Surveys corrects or enhance areas of concern.

**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.**

Discipline Ladder consistently enforced by administration, and shared with teachers.

Revised Agenda Comment system, equipping all staff members to be able to effectively address Level 1 discipline behaviors, while holding students accountable for their actions that detract from a positive learning environment.

Positive Behavior Support (PBS) strategies, incentives, rewards, and areas of focus through use of "Falcon Dollars" for good citizenship or improved behavior.

Discipline and PBS training for staff were conducted during Pre-Planning week and are reviewed periodically. Students were informed during the first week of school and teachers model the expectations. The PBS and discipline systems will be reviewed and communicated to new transfer students and existing students by their assigned first period teacher on a weekly basis, every Monday.

**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.**

Administration and teachers create open and accessible relationships with students, parents, district and contracted support staff members.

Training for counselors to look for warning signs and provide support to students demonstrating social-emotional needs occurs as needed. Teachers are informed of the process and methods to support students.

Inclusion of counselors in monthly MTSS/Rti, grade level, and faculty meetings to support teachers and advise and identify students in need of additional support.

Inclusion of counselors in grade level parent conferences, during which support and services may be recommended to the parents/guardians of the students.

### 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 percent - Weekly excessive absence reports are compiled and distributed by the data clerk to administrators and guidance counselors, for use in parent contact, conferences with students, etc. Decision Ed. reports are accessed weekly by the principal, to monitor the school-wide attendance rate and trends. District-provided Early Warning Systems data reports are accessed by the administration to include student attendance data, and shared at monthly grade level team and faculty meetings, as well as the SAC.

One or more suspensions - District-provided Early Warning Systems data reports are accessed by the administration to include suspension data, and shared at monthly grade level team meetings. The Positive Behavior Support (PBS) Coordinator and assistant principal compile monthly discipline data to share at faculty meetings. The principal holds follow-up meetings with any suspended student upon their return to school, before they are granted admission to resume attending classes.

Course failure in English Language Arts or Mathematics - Beginning with the first 9 weeks grade reports, a list of all students failing ELA and/or mathematics courses will be compiled via Skyward for use in scheduling parent conferences, determining interventions, and monitoring. An intervention letter is sent to the parents of any student receiving a grade of "D" or "F" in any academic class during the grading period, and a reminder of the grade level promotion criteria and tutoring/support assistance are listed. Teachers monitor progress and contact parents for support and strategies for success.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - The prior year(s) FCAT Score reports, FSA percentile reports, FAIR, and LSA benchmark data have been reviewed to determine appropriate course placements and as sources of EWS data to assist in monitoring/reviewing MTSS/Rti for students, providing targets for before/after school tutoring, and as information for collaboration within academic departments and grade levels. Student data analysis sheets have been created to identify ELA and Math subskills of which students did not meet 60% performance on assessments. Teachers provide remediation and support to those learners.

**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	18	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	22	27	0	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	5	13	7	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	45	0	0	0	0	45

**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	12	15	0	0	0	0	0	27

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

- Parent Conferences
- Before/After School Tutoring
- MTSS/RTI
- Appropriate course placement
- Staff Mentoring
- Differentiated Instruction
- Personalized Learning
- Student agenda monitoring and teacher, student parent comments
- Request to retake assessments for students who did not meet expectations in assessments

**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**

To increase the percentage of parents participating/volunteering in school activities by:

- Hosting a Parent Academy monthly, beginning in October, to train and educate parents on tools and strategies for supporting their students in higher academic achievement
- Establish a quarterly newsletter to involve parents regarding middle school information, issues, and topics.
- Monitor volunteer tracking system/check-in process to determine the level of volunteer participation.
- Develop an inventory of teacher needs to utilize volunteers, via a survey.
- Online volunteer application

**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.**

Utilize the "Gofundme" and "Fuel my School" website, to aid in making the community aware of specific areas of need (resources).

Continue to build upon the relationships and partnerships through the parents and community members of the SAC and PTO.

Personalized Learning Planning Grant aligned with he goal of the Engage LCS initiative is to align resources to maximize student success.

**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
McCue, Robert	Principal
Driggers, Erica	Assistant Principal
Thompson, Kevin	Assistant Principal
Dupree, Susan	Instructional Coach
Hoadley, Jodi	Teacher, K-12
Moyer, Debra	Instructional Coach
Gowan, Howard	Teacher, K-12
Dotson, Joe	Teacher, Career/Technical
Herman, Amy	Teacher, PreK
Kovacsev, Jason	Teacher, K-12
Leopold, Jarona	Teacher, PreK
McConnell, Nethia	Teacher, PreK
Rodriguez, Anaceli	School Counselor
Seabrook, Chelsea	Teacher, K-12

## b. Duties

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

Robert McCue, Principal  
Erica Driggers, Assistant Principal  
Kevin Thompson, Assistant Principal  
Susan Dupree, Literacy Coach  
Samantha Martin ESE School Specialist  
Joyce Whicker, Guidance Counselor  
Anaceli Rodriguez, Guidance Counselor  
6th grade Chair Jarona Leopold  
7th Grade Chair, Jason Kosascev  
8th Grade Chair, Jodi Hoadley  
Debra Moyer, Florida Standards  
Chelsea Seabrook, Math Dept. Chair  
Amy Herman, Science Dept. Chair  
Howard Gowan, Social Studies Dept. Chair  
Nethia McConnell, Reading Dept. Chair  
Joe Dotson, Enrichment Dept. Chair

The Leadership Team members participate in monthly collaborative sharing/problem solving meetings. Each is assigned the role of mentor for a new teacher/staff member. They serve as model instructional leaders in weekly PLC collaborative activities, sharing their Teacher Story with the faculty, allowing their classrooms to be sites for instructional gallery walks by other faculty, host classroom observations by colleagues and new teachers, bringing back skills learned and expertise gained from C2 Collaborative Cohort trainings, and leading in unit planning.

### **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 team meets monthly or as needed, to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- Review progress monitoring data to review behavioral deficiencies and identify effective interventions.
- Upon identifying at-risk students, the team will identify professional development and resources to meet the needs of the individual at-risk students.
- The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills to meet the needs of the individual at-risk students.
- The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of best practices to better meet the needs of at-risk students.

Teachers will meet monthly during grade level meetings to formally support MTSS for students. Student names that are being considered for RTI will be submitted, indicating if the student is being recommended for academics, behavioral, or attendance. Short discussions of interventions attempted will take place to examine effectiveness of the interventions. Teachers that do not have the student being discussed in their classroom are to provide intervention ideas to others. Early Warning Signs data is utilized during these meetings.

If the grade level team has attempted several interventions (including a parent conference) and the student is still not successful, an Anecdotal Form will be completed which provides a snapshot of the problem. Also, an RTI Student/Teacher Interaction Sheet will be completed for any students being recommended for Tier 2.

As a non-Title I school, we will utilize Title I funding available for homeless students in our school to provide tutoring. Through our Supplemental Academic Instruction (SAI) funds, we will provide tutoring to all other students, to include economically disadvantaged and lower quartile students in Reading in Math. SAI funds will also be used to provide academic grade recovery to underperforming students. School discretionary funds will be utilized to support all students, to include underperforming subgroups, to enhance instructional technology equipment, classroom resources and materials, and programs that support the goals of the School Improvement Plan. IDEA funds will be utilized to provide student technology equipment and resources, as well as resources and materials that support specific deficiencies in the underperforming Students With Disabilities subgroup.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Robert McCue	Principal
Curlene Nevez	Education Support Employee
Judy DiBattisto	Parent
Kathrine Orr	Parent
Nathalie Visscher	Parent
Cindy Davis	Parent
Louella Jones	Parent
Anaceli Rodriguez	Teacher
Sara Cahill	Teacher
Chelsea Seabrook	Teacher
Jamie Monroy	Parent
Emet Clarke	Education Support Employee
Amy Martinez	Parent

## 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*

Review of the previous year's SIP will serve as the launching point for developing the current year's plan. The previous SIP will be emailed to SAC members with a designated period of time for feedback.

#### *b. Development of this school improvement plan*

The SAC will convene to review the SIP, provide input, and recommend changes, additions, and/or deletions prior to submission of the final draft to the Florida Department of Education.

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

The school's Discretionary, SAI, IDEA, and Collaborative budgets will be shared with SAC members, with time allotted for input and comment.

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

Carry over SAC funds from prior school years was allocated for classroom and instructional supplies and technology.

### **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
McCue, Robert	Principal
Dupree, Susan	Instructional Coach
Thompson, Kevin	Assistant Principal
Moyer, Debra	Instructional Coach
Robertson, Zachery	Teacher, ESE
Pertell, Gwendolyn	Teacher, K-12

**b. Duties**

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

- Increased participation by students in the Superintendent’s Reading Challenge program
  - Providing incentives for struggling readers who participate in the Superintendent’s Reading Challenge program
  - Planning "Celebrate Literacy" Week activities
  - Increased content area literacy activities in content area classes
  - School-wide (single school culture) expectations that students will have reading materials with them at all times, in all classes
  - Provide school-wide professional development in AVID instructional strategies
  - Monthly LLT meetings called "Last Friday" to share and collaborate with educators on Literacy
- Members: Kim Pawlowski, William Lewis; Nethia McConnell; Kimberly McCormick; Bridget Emigh; Jarona Leopold; Sarah Inglis; Andrea Hauser; Gina Vuini; Rachel Hoyt; Sara Cahill; Danielle Claxton

**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.**

Core academic department teachers have a common planning period within the master schedule. Every Tuesday, academic teachers meet in Professional Learning Communities to collaborate and plan. The 4th Wednesday of each month is designated as PLC Collaboration time. Through the use of PLUS teams, full day collaborative opportunities have been scheduled for all core academic departments during the school day, at least three time during the year. The principal and literacy coach have modeled effective PLC collaboration and routinely monitor and support.

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

1. Advertise position openings online. (Robert McCue - Principal, June/July 2016 and ongoing)
2. Hold a New Teacher Orientation at the school site and hold a meeting during the first weeks of school to disseminate information to new teachers and allow for collaboration/support. (Conducted by Robert McCue- Principal, September 2016)
3. Encourage collaboration among teachers through common planning periods. (Administration, August 2016 and ongoing).
4. Teacher Quality Retention designee to monitor new teacher support, assign mentors and buddies, etc. (Erica Driggers - Assistant Principal, September 2016 and ongoing)

5. New Teacher coach to work one-on-one to support and coach new teachers. (Robert McCue-Principal, September 2016 and ongoing)

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

Assigned "mentors" to new teachers to our school that are new to the education profession. Assigned "buddies" to new teachers to our school that are experienced educators in Lake County. New teachers will be assigned buddies/mentors within their own academic department that are experienced and considered to be "capacity builders" at our school. A monthly meeting will be conducted on the first Thursday of the month to provide support, answer questions, and complete any necessary training activities.

New Teachers (by department):

Career Tech:

Kate Van Beek (mentor- Joe Dotson)

English/ Language Arts:

Andrea Hauser (mentor - Bridget Emigh)

Sarah Inglis (mentor - Bridget Emigh)

ESE:

Jennifer Olds (mentor- Samantha Martin)

Taylor Peters (mentor- Samantha Martin)

Zach Robinson (mentor-Samantha Martin)

Kathleen Weber (mentor- Samantha Martin)

Holly Blackburn (mentor- Samantha Martin)

Math:

Scott Dinkel (mentor-Chelsea Seabrook)

Georgia Lawrence-Robinson (mentor-Chelsea Seabrook)

Reading:

Kimberly McCormick (mentor- Nethia McConnell)

Science:

Cassidy Caldwell (mentor- Amy Herman)

Carolyn Cohen (mentor- Amy Herman)

Rachel Hoyt (mentor- Amy Herman)

Gwen Pertell (mentor- Amy Herman)

Social Studies:

Josh Smith (mentor- Howard Gowan)

Support:

Susan Dupree (mentor- Rob McCue)

All mentors are members of the school's site based leadership team, and are instructional leaders in the school.

## 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.**

Training for teachers in relation to the FL Standards (Scope & Sequence, Curriculum Blueprints, Test Item Specs., etc.), Webb's Depth of Knowledge, and WICOR strategies to enhance their understanding and improve their instruction.

Collaborative lesson planning (common planning periods, weekly PLCs, unit learning goal and daily objective focus).

Collaborative Planning days (PLUS) to plan units, deconstruct standards, create mini tasks, assess student work, and make necessary adjustments as part of the lesson study cycle.

Consistent classroom walkthroughs with timely feedback, focused on complex talk, complex text, and complex tasks as they relate to the FL Standards and DOK levels.

Monthly Learning walks/classroom walkthroughs with Mrs. Cockcroft as a part of the LEADS process.

### 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.**

Academic and behavioral data is provided by Skyward, Eduphoria, Early Warning Signs, and Decision Ed. These sources of data are reviewed monthly in leadership, administrative, faculty, and grade level meetings to inform practice in helping teachers design instructional strategies to meet the needs of each student. Teachers review specific data for the students in their classes, utilize the data to design effective classroom strategies, and for reference during parent conferences, MTSS/RTI meetings, etc.

Monitoring of sources of data assists the teachers in providing enriching activities for proficient students, and remediation lessons/activities for students having difficulty achieving proficiency.

Sources of data include:

Lake Standards Assessment Baseline & Midyear data, FAIR, FSA/FCAT/EOC data  
Classroom summative and formative assessments

#### **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:** After School Program

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Thompson, Kevin, thompsonc@lake.k12.fl.us

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

This will be measured throughout the year with analysis of Baseline and midyear data for Reading, Math, Civics & Science. Results will also be measured by comparing the retention rate with that of the previous school year. Attendance logs are kept by the teachers serving as tutors, to track the frequency of students utilizing the learning opportunities, and for which subjects/skills they are seeking assistance with. Student attendance and discipline referral data will also be monitored.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,000

Collaborative Planning Time for Teachers above and beyond the regular school day

***Strategy Rationale***

To provide chunks of time to collaborate and plan lessons, assessments, and activities that meet the DOK level required for the FL Standards.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Thompson, Kevin, thompsonc@lake.k12.fl.us

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

Student Performance on the FSA. Observation of teacher practices and analysis of lesson plans.



**Strategy:** Summer Program

**Minutes added to school year:** 5,280

Summer school grade recovery services will be offered through the E2020 curriculum for eight hours per day. Summer school recovery services will require staffing by two qualified teachers, trained in E2020.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Driggers, Erica, driggerse@lake.k12.fl.us

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

Data is collected through the E2020 software to track student completion percentage, progress, etc. At the end of the Summer school recovery period, data is analyzed to determine the impact on the retention rate, number of students promoted, etc.

## 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.**

- Principal and guidance counselor visit elementary schools and speak with incoming 6th grade students
- 6th grade orientation day to further acclimate students and parents to the middle school life
- Advice on course selections through Spring student schedule selection forms with course descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation
- AVID College Visits
- Parent Academy informative sessions for parents related to resources, support, and school strategies/expectations for student success
- Feeder pattern principal cohorts - South Lake HS (Benson), Gray MS (Chateaufort), Clermont MS (McCue)
- Feeder pattern core academic cohorts - 5th grade teachers from Clermont Elem., Groveland Elem., Minneola Charter Elem., and 6th grade ELA, Math, Science, and World History teachers.

### 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.**

- Utilization of EPEPs for each student to assist with career planning
- Advise on course selections through Spring student schedule selection forms with course descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation

- Assist with Lake Sumter State College Talent Search
- Assist with Duke Talent Search
- AVID College Visits
- PSAT 8/9 Testing (7th/8th gr.) for student readiness for HS AP classes and advanced course selection through the FL Partnership

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

- AVID
- CTE CAP Academies (Intro to IT, Culinary)
- Digital Tools Certification in Business Education courses
- Computer usage in all academic classes
- Career planning in Social Studies classes through a S.S. career lesson/activity

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

District staff from the Career & Technical Education department visit each Spring to speak with 8th graders about high course selection

**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.** Clermont Middle School puts into practice utilizing the Early Warning Sign data to increase student attendance and positive student behaviors to maintain a safe and supportive environment for all students.
  
- G2.** Clermont Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products to increase student mastery of all standards in all content areas.
  
- G3.** Clermont Middle School will implement differentiated standards based instruction by focusing on effective instructional strategies in all content areas to support all students' continuous improvement.

## 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.** Clermont Middle School puts into practice utilizing the Early Warning Sign data to increase student attendance and positive student behaviors to maintain a safe and supportive environment for all students.

1a

G086758

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0
Discipline incidents	90.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers are limited in gathering and monitoring data using Skyward.
- All instructional and related services personnel need additional support to use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

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

- District and school personnel provide continuous training in the various uses for Skyward data.
- CMS Safe school committee regularly meets in strengthening domestic security in public schools.
- Positive behavior support system firmly embedded in school culture.
- Leadership Team provide, monitor and support relevant practices and standards operating procedures utilizing disaggregated EWS data.
- ESE Compliance Specialist provides instructional coaching to ensure effective teaching for every student.
- Falcon Parent Academy meets to provide educational framework that includes family, teacher and student.
- Community Advisory for technology and culinary is established.

**Plan to Monitor Progress Toward G1.** 8

Student data is collected based on monthly and quarterly reports of student attendance, discipline and safety.

**Person Responsible**

Kevin Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

**Evidence of Completion**

Attendance: summary of EWS report; Behavior: Summary of data Decision Ed;

**G2.** Clermont Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products to increase student mastery of all standards in all content areas. 1a

G086759

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA Mathematics Achievement	62.0
Statewide Science Assessment Achievement	70.0
Civics EOC Pass	80.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use of data progress monitoring and use of data to inform instruction.
- Inconsistent expectations of outcomes and rigor of content standards.

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

- Use data binders to progress monitor student growth based on Lake County School Assessments, PMRN-FAIR and Achieve 3000 - Teen Biz.
- Use formative assessments to determine appropriate instructional needs of students.
- Review FSA and EOC results and identify sub-skills which need improvement
- Establish grading policy retake intervention with dedicated time frame.
- Personalized Learning initiative which puts students at the center of their own learning.
- Content area professional learning communities are established.
- PLUS inservice days established to provide teacher collaboration and planning.
- Academic department complete book studies with support of ECET2
- CTE professional learning communities support student industrial certification.
- District Training and Support

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

Lake County subject area assessments will be used throughout the year. Baseline data, mid-year and final data will be monitored by content area teachers.

**Person Responsible**

Robert McCue

**Schedule**

Triannually, from 8/22/2016 to 4/3/2017

**Evidence of Completion**

Data collection will be presented and discussed in professional learning communities monthly to plan, do and act based on student progress.

**G3.** Clermont Middle School will implement differentiated standards based instruction by focusing on effective instructional strategies in all content areas to support all students' continuous improvement. 1a

G086760

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	62.0
Statewide Science Assessment Achievement	70.0
Civics EOC Pass	80.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use and insufficient teacher knowledge in best practices for standards-based instruction in all content areas.
- Teachers lack training to use literacy standards in their instruction.

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

- Embedded leadership with subject area department chairs and grade level chairs.
- Instructional support by Florida Standards teacher and Literacy Coach
- New teacher support is provided with mentors and instructional coaching.
- CTE Career and Professional Academies (CAP)
- Technology resources: Schoology; EDMODO; Moodle; Achieve 3000; MobyMax;
- District Training and Support

**Plan to Monitor Progress Toward G3.** 8

Leadership will provide targeted feedback for instruction.

**Person Responsible**

Robert McCue

**Schedule**

Monthly, from 8/10/2016 to 5/1/2017

**Evidence of Completion**


Classroom walk through look-fors can used as well as TEAM evaluations and instructional coaching.

## 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.** Clermont Middle School puts into practice utilizing the Early Warning Sign data to increase student attendance and positive student behaviors to maintain a safe and supportive environment for all students. **1**

 G086758

**G1.B1** Teachers are limited in gathering and monitoring data using Skyward. **2**

 B230636

**G1.B1.S1** Grade level teams and counselors review data on attendance, PBS and safe schools to promote a safe learning environment. **4**

 S243320

### Strategy Rationale

To ensure instructional staff has the training and technological resources needed to effectively gather and disaggregate data.

### Action Step 1 **5**

Develop site specific plans to address a variety of safety and security issues to improving response and resolution of incidents.

#### Person Responsible

Kevin Thompson

#### Schedule

Monthly, from 8/10/2016 to 5/25/2017

#### Evidence of Completion

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

Using Early Warning System, student data will be monitored for behavior, attendance and safety.

**Person Responsible**

Kevin Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/25/2017

**Evidence of Completion**

EWS data will be monitored monthly. PBS data and safety committee will implement appropriate strategies.

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

Collaborative interaction of staff to support a safe and supportive environment is established as culturally embedded.

**Person Responsible**

Kevin Thompson

**Schedule**


Monthly, from 8/10/2016 to 5/25/2017

**Evidence of Completion**


EWS data; records of monthly safety drills; Safe School Committee agendas and minutes



**G1.B2** All instructional and related services personnel need additional support to use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts. **2**

 B230637

**G1.B2.S1** Use effective management practices such as conversation, help, activity, movement and participation to directly prompt responsible student behavior. **4**

 S243321

### **Strategy Rationale**

Structure classrooms and school environment to promote responsible student behavior in every situation.

### **Action Step 1** **5**

Teachers develop an effective management plan that is positive and proactive.

#### **Person Responsible**

Erica Driggers

#### **Schedule**

Monthly, from 8/30/2016 to 5/23/2017

#### **Evidence of Completion**

Student receipt of Falcon dollars; PBS Bookstore; EWS data

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

Student record of participation with PBS.

#### **Person Responsible**

Erica Driggers

#### **Schedule**

Weekly, from 8/30/2016 to 5/23/2017

#### **Evidence of Completion**

Student agenda comments; Parent-teacher conferences; Detention Lists; EWS data

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

Track and evaluate to determine what areas of safe schools need to be addressed over time.

**Person Responsible**

Kevin Thompson

**Schedule**

Weekly, from 8/30/2016 to 5/23/2017

***Evidence of Completion***

Detention lists; Saturday School list; OSS records; EWS data; Student instruction in - Know the Law (grade 6); Bully Proof Your School (grade 7)

**G2.** Clermont Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products to increase student mastery of all standards in all content areas. 1

G086759

**G2.B1** Inconsistent use of data progress monitoring and use of data to inform instruction. 2

B230638

**G2.B1.S1** To use AVID School wide to shift and transform the instruction, systems, leadership and culture of the school to ensure that all students improve academic performance by having rigorous and effective tier one instruction. 4

S243322

### Strategy Rationale

Provide student support for using appropriate academic skills using thinking maps and literacy skills to meet performance expectations.

### Action Step 1 5

Create content area professional learning communities with lesson study

#### Person Responsible

Robert McCue

#### Schedule

Monthly, from 9/6/2016 to 5/23/2017

#### Evidence of Completion

### Action Step 2 5

Create and Implement a School-wide AVID Professional Development Plan

#### Person Responsible

Jason Kovacsev

#### Schedule

Monthly, from 9/6/2016 to 5/23/2017

#### Evidence of Completion

We will look at our AVID Plan and collective evidences for all elements. A focus on orienting/training new teachers to established school-wide strategies (Cornell Notes, Binders) and adding strategies including but not limited to Individual Student Grade Tracking Systems.

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

Organize and provide collaborative planning time for PLC

**Person Responsible**

Erica Driggers

**Schedule**

Monthly, from 8/30/2016 to 5/23/2017

***Evidence of Completion***

PLC: agendas, minutes, lesson plans, student work

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

Establishment of common grading and rubrics for assessments

**Person Responsible**

Erica Driggers

**Schedule**

Monthly, from 8/30/2016 to 5/23/2017


***Evidence of Completion***

Demonstration classrooms; analysis of student products

**G2.B2** Inconsistent expectations of outcomes and rigor of content standards. **2**

 B230639

**G2.B2.S1** Utilize Professional Learning Communities, common planning and demonstration classrooms to share best practices and standard based instruction. **4**

 S243323

**Strategy Rationale**

To establish collective responsibility for student performance.

**Action Step 1** **5**

PLC's engage in continuous cycle of improvement that is based on the analysis of data.

**Person Responsible**

Robert McCue

**Schedule**

Monthly, from 8/30/2016 to 5/23/2017

***Evidence of Completion***

Student products that include scoring and feedback.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Leadership will regularly assess the effectiveness of the professional development using student performance data.

**Person Responsible**

Robert McCue

**Schedule**

Monthly, from 8/30/2016 to 5/23/2017

***Evidence of Completion***

Learning goals are identified; LSA data collected; Student products analyzed

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

A sustained and intensive approach to improving student achievement is based on using evidence based strategies.

**Person Responsible**

Robert McCue

**Schedule**

Monthly, from 8/30/2016 to 5/23/2017

**Evidence of Completion**

PLC agenda and minutes; Data collection from LSA; teacher designed lessons; student learning goals based on data

**G3.** Clermont Middle School will implement differentiated standards based instruction by focusing on effective instructional strategies in all content areas to support all students' continuous improvement. 1

G086760

**G3.B1** Inconsistent use and insufficient teacher knowledge in best practices for standards-based instruction in all content areas. 2

B230640

**G3.B1.S1** Utilize Professional Learning Communities, common planning and demonstration classrooms to share best practices and standard based instruction. 4

S243324

**Strategy Rationale**

Establish common instructional culture

**Action Step 1 5**

Teachers ability to unpack standards and develop instructional lessons that support student proficiency.

**Person Responsible**

Debra Moyer

**Schedule**

Monthly, from 9/6/2016 to 5/25/2017

**Evidence of Completion**

Professional Learning Communities: agendas, minutes and student products

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Professional Learning Communities are established in a content areas. Norms and continuous improvement model used.

**Person Responsible**

Susan Dupree

**Schedule**

Monthly, from 8/30/2016 to 5/23/2017

***Evidence of Completion***

PLC: agenda, minutes, students products and analysis of student work

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Use standard based practices to plan, teach, analyze and apply instruction.

**Person Responsible**

Robert McCue


**Schedule**

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


***Evidence of Completion***

Teacher Lesson plans on school website; student products; analysis of student performance

**G3.B2** Teachers lack training to use literacy standards in their instruction. 2

 B230641

**G3.B2.S1** Teachers will be provided with professional development to support student achievement using research based best practices and Florida Literacy Standards that includes vocabulary building, text based instruction, text dependent questions, higher order questioning, collaboration, extended writing and tasks. 4

 S243325

**Strategy Rationale**

Student engagement in the mental process of beyond recalling requires attention to contextual clues, summarization, and sentence analysis.

**Action Step 1** 5

Provide instruction that support vocabulary building and comprehension strategies.

**Person Responsible**

Susan Dupree

**Schedule**

Monthly, from 8/23/2016 to 5/23/2017

**Evidence of Completion**

teacher lesson plans; student products; vocabulary instructional strategies; Comprehensive Instructional Sequence (CIS)

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Class room walk through (CWT) using tools such as Collaborative Assessment Log for instructional coaching to support effective teacher instruction.

**Person Responsible**

Susan Dupree

**Schedule**

Weekly, from 4/7/2017 to 4/7/2017

**Evidence of Completion**

Teacher lesson plans; student displayed products; targeted feedback; instructional coaching logs



**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Student use of domain specific vocabulary and comprehension strategies for grade level texts.

**Person Responsible**

Robert McCue

**Schedule**







Monthly, from 8/23/2016 to 5/23/2017

***Evidence of Completion***

Teacher deliberate practice plans; instructional coaching logs; collaborative planning 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
<b>2017</b>					
G2.MA1 M326021	Lake County subject area assessments will be used throughout the year. Baseline data, mid-year and...	McCue, Robert	8/22/2016	Data collection will be presented and discussed in professional learning communities monthly to plan, do and act based on student progress.	4/3/2017 triannually
G3.B2.S1.MA1 M326025	Class room walk through (CWT) using tools such as Collaborative Assessment Log for instructional...	Dupree, Susan	4/7/2017	Teacher lesson plans; student displayed products; targeted feedback; instructional coaching logs	4/7/2017 weekly
G3.MA1 M326026	Leadership will provide targeted feedback for instruction.	McCue, Robert	8/10/2016	Classroom walk through look-fors can used as well as TEAM evaluations and instructional coaching.	5/1/2017 monthly
G1.B2.S1.MA1 M326014	Track and evaluate to determine what areas of safe schools need to be addressed over time.	Thompson, Kevin	8/30/2016	Detention lists; Saturday School list: OSS records; EWS data; Student instruction in - Know the Law (grade 6); Bully Proof Your School (grade 7)	5/23/2017 weekly
G1.B2.S1.MA1 M326015	Student record of participation with PBS.	Driggers, Erica	8/30/2016	Student agenda comments; Parent-teacher conferences; Detention Lists; EWS data	5/23/2017 weekly
G1.B2.S1.A1 A314824	Teachers develop an effective management plan that is positive and proactive.	Driggers, Erica	8/30/2016	Student receivership of Falcon dollars; PBS Bookstore; EWS data	5/23/2017 monthly
G2.B1.S1.MA1 M326017	Establishment of common grading and rubrics for assessments	Driggers, Erica	8/30/2016	Demonstration classrooms; analysis of student products	5/23/2017 monthly
G2.B1.S1.MA1 M326018	Organize and provide collaborative planning time for PLC	Driggers, Erica	8/30/2016	PLC: agendas, minutes, lesson plans, student work	5/23/2017 monthly
G2.B1.S1.A1 A314825	Create content area professional learning communities with lesson study	McCue, Robert	9/6/2016		5/23/2017 monthly
G2.B1.S1.A2 A314826	Create and Implement a School-wide AVID Professional Development Plan	Kovacsev, Jason	9/6/2016	We will look at our AVID Plan and collective evidences for all elements. A focus on orienting/training new teachers to established school-wide strategies (Cornell Notes, Binders) and adding strategies including but not limited to Individual Student Grade Tracking Systems.	5/23/2017 monthly
G2.B2.S1.MA1 M326019	A sustained and intensive approach to improving student achievement is based on using evidence...	McCue, Robert	8/30/2016	PLC agenda and minutes; Data collection from LSA; teacher designed lessons; student learning goals based on data	5/23/2017 monthly
G2.B2.S1.MA1 M326020	Leadership will regularly assess the effectiveness of the professional development using student...	McCue, Robert	8/30/2016	Learning goals are identified; LSA data collected; Student products analyzed	5/23/2017 monthly
G2.B2.S1.A1 A314827	PLC's engage in continuous cycle of improvement that is based on the analysis of data.	McCue, Robert	8/30/2016	Student products that include scoring and feedback.	5/23/2017 monthly
G3.B1.S1.MA1 M326023	Professional Learning Communities are established in a content areas. Norms and continuous...	Dupree, Susan	8/30/2016	PLC: agenda, minutes, students products and analysis of student work	5/23/2017 monthly
G3.B2.S1.MA1 M326024	Student use of domain specific vocabulary and comprehension strategies for grade level texts.	McCue, Robert	8/23/2016	Teacher deliberate practice plans; instructional coaching logs; collaborative planning lessons;	5/23/2017 monthly
G3.B2.S1.A1 A314829	Provide instruction that support vocabulary building and comprehension strategies.	Dupree, Susan	8/23/2016	teacher lesson plans; student products; vocabulary instructional strategies; Comprehensive Instructional Sequence (CIS)	5/23/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1  M326016	Student data is collected based on monthly and quarterly reports of student attendance, discipline...	Thompson, Kevin	8/10/2016	Attendance: summary of EWS report; Behavior: Summary of data Decision Ed;	5/25/2017 monthly
G1.B1.S1.MA1  M326012	Collaborative interaction of staff to support a safe and supportive environment is established as...	Thompson, Kevin	8/10/2016	EWS data; records of monthly safety drills; Safe School Committee agendas and minutes	5/25/2017 monthly
G1.B1.S1.MA1  M326013	Using Early Warning System, student data will be monitored for behavior, attendance and safety.	Thompson, Kevin	8/10/2016	EWS data will be monitored monthly. PBS data and safety committee will implement appropriate strategies.	5/25/2017 monthly
G1.B1.S1.A1  A314823	Develop site specific plans to address a variety of safety and security issues to improving...	Thompson, Kevin	8/10/2016		5/25/2017 monthly
G3.B1.S1.A1  A314828	Teachers ability to unpack standards and develop instructional lessons that support student...	Moyer, Debra	9/6/2016	Professional Learning Communities: agendas, minutes and student products	5/25/2017 monthly
G3.B1.S1.MA1  M326022	Use standard based practices to plan, teach, analyze and apply instruction.	McCue, Robert	8/30/2016	Teacher Lesson plans on school website; student products; analysis of student performance	5/30/2017 monthly

## V. Professional Development Opportunities

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

**G1.** Clermont Middle School puts into practice utilizing the Early Warning Sign data to increase student attendance and positive student behaviors to maintain a safe and supportive environment for all students.

**G1.B2** All instructional and related services personnel need additional support to use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

**G1.B2.S1** Use effective management practices such as conversation, help, activity, movement and participation to directly prompt responsible student behavior.

### **PD Opportunity 1**

Teachers develop an effective management plan that is positive and proactive.

#### **Facilitator**

Samantha Martin

#### **Participants**

Teachers and Staff

#### **Schedule**

Monthly, from 8/30/2016 to 5/23/2017

**G2.** Clermont Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products to increase student mastery of all standards in all content areas.

**G2.B1** Inconsistent use of data progress monitoring and use of data to inform instruction.

**G2.B1.S1** To use AVID School wide to shift and transform the instruction, systems, leadership and culture of the school to ensure that all students improve academic performance by having rigorous and effective tier one instruction.

**PD Opportunity 1**

Create content area professional learning communities with lesson study

**Facilitator**

Susan Dupree

**Participants**

teachers and paraprofessionals

**Schedule**

Monthly, from 9/6/2016 to 5/23/2017

**PD Opportunity 2**

Create and Implement a School-wide AVID Professional Development Plan

**Facilitator**

Jason Kovacsev

**Participants**

Teachers and AVID tutors

**Schedule**

Monthly, from 9/6/2016 to 5/23/2017

**G2.B2** Inconsistent expectations of outcomes and rigor of content standards.

**G2.B2.S1** Utilize Professional Learning Communities, common planning and demonstration classrooms to share best practices and standard based instruction.

**PD Opportunity 1**

PLC's engage in continuous cycle of improvement that is based on the analysis of data.

**Facilitator**

Susan Dupree and Debra Moyer

**Participants**

content area teachers

**Schedule**

Monthly, from 8/30/2016 to 5/23/2017

**G3.** Clermont Middle School will implement differentiated standards based instruction by focusing on effective instructional strategies in all content areas to support all students' continuous improvement.

**G3.B1** Inconsistent use and insufficient teacher knowledge in best practices for standards-based instruction in all content areas.

**G3.B1.S1** Utilize Professional Learning Communities, common planning and demonstration classrooms to share best practices and standard based instruction.

**PD Opportunity 1**

Teachers ability to unpack standards and develop instructional lessons that support student proficiency.

**Facilitator**

Debra Moyer

**Participants**

content area teachers

**Schedule**

Monthly, from 9/6/2016 to 5/25/2017

**G3.B2** Teachers lack training to use literacy standards in their instruction.

**G3.B2.S1** Teachers will be provided with professional development to support student achievement using research based best practices and Florida Literacy Standards that includes vocabulary building, text based instruction, text dependent questions, higher order questioning, collaboration, extended writing and tasks.

**PD Opportunity 1**

Provide instruction that support vocabulary building and comprehension strategies.

**Facilitator**

Susan Dupree

**Participants**

Teachers

**Schedule**

Monthly, from 8/23/2016 to 5/23/2017

## VI. Technical Assistance Items

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

**G1.** Clermont Middle School puts into practice utilizing the Early Warning Sign data to increase student attendance and positive student behaviors to maintain a safe and supportive environment for all students.

**G1.B1** Teachers are limited in gathering and monitoring data using Skyward.

**G1.B1.S1** Grade level teams and counselors review data on attendance, PBS and safe schools to promote a safe learning environment.

### TA Opportunity 1

Develop site specific plans to address a variety of safety and security issues to improving response and resolution of incidents.

#### Facilitator

Kevin Thompson

#### Participants

all staff

#### Schedule

Monthly, from 8/10/2016 to 5/25/2017

## VII. Budget

1	G1.B1.S1.A1	Develop site specific plans to address a variety of safety and security issues to improving response and resolution of incidents.				\$0.00
2	G1.B2.S1.A1	Teachers develop an effective management plan that is positive and proactive.				\$0.00
3	G2.B1.S1.A1	Create content area professional learning communities with lesson study				\$3,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0401 - Clermont Middle School	General Fund		\$1,000.00
			<i>Notes: Collaborative Funds= Substitute pay will be used for vertical planning with elementary and high schools as well as horizontal planning with other middle schools.</i>			
	6300	130-Other Certified Instructional Personnel	0401 - Clermont Middle School	General Fund		\$2,395.00
			<i>Notes: Collaborative Funds= will be used for Curriculum Writing for those non-load-bearing instructional staff who are delivering instruction during PLUS days for instructional teachers to plan.</i>			
4	G2.B1.S1.A2	Create and Implement a School-wide AVID Professional Development Plan				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17



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	5100	150-Aides	0401 - Clermont Middle School	General Fund		\$4,000.00
			<i>Notes: SAI dollars for AVID tutors salaries and additional funds from discretionary for AVID Summer Institute fees.</i>			
<b>5</b>	<b>G2.B2.S1.A1</b>	<b>PLC's engage in continuous cycle of improvement that is based on the analysis of data.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	510-Supplies	0401 - Clermont Middle School	Other		\$4,000.00
			<i>Notes: ECET2 Funds= For use in Lesson Study/Book Study with ELA and Math departments and sharing learning with full faculty.</i>			
<b>6</b>	<b>G3.B1.S1.A1</b>	<b>Teachers ability to unpack standards and develop instructional lessons that support student proficiency.</b>				<b>\$4,320.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0401 - Clermont Middle School	General Fund		\$4,320.00
			<i>Notes: SAI Funds= Summer School Program to support student proficiency.</i>			
<b>7</b>	<b>G3.B2.S1.A1</b>	<b>Provide instruction that support vocabulary building and comprehension strategies.</b>				<b>\$5,288.39</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	0401 - Clermont Middle School	General Fund		\$5,288.39
			<i>Notes: SAI Budget= funding for computers and hardware to upgrade Reading lab</i>			
					<b>Total:</b>	<b>\$21,003.39</b>