

School District of Osceola County, FL

St. Cloud Middle School



2017-18 Schoolwide Improvement Plan

St. Cloud Middle School

1975 S MICHIGAN AVE, St Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	48
Appendix 2: Professional Development and Technical Assistance Outlines	51
Professional Development Opportunities	51
Technical Assistance Items	53
Appendix 3: Budget to Support Goals	53

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for St. Cloud Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Student Achievement is our #1 Priority.

b. Provide the school's vision statement.

St. Cloud Middle School strives to be a collaborative group of learners with student achievement being our #1 priority.

2. School Environment

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

St. Cloud Middle School learns about our students' cultures and builds relationships between teachers and students in multiple ways. We have a homeroom period that meets every day, and it is during this time that our teachers work with a small group of students helping them track their GPA and current class grades, set personal and academic goals, and help with missing work and organizational skills. The homeroom teacher becomes that campus mentor for their class, investing in their students. Another approach taken to build relationships is through our guidance mentor-mentee program which provides support for our at-risk students who show up on our Early Warning System reports. Mentors reach out to their mentees at least 2-3 per week, if not more often. A third approach to building these relationships is through our parent nights and parent-teacher conferences. By conducting these events and meetings we work to bridge the gap in the relationship between school and home and we learn valuable information regarding the individuality of our students. Finally, we have our sports and fine arts programs which work to focus on student interests and develop lasting relationships between students and teachers. These programs continue to bring in hundreds of students through their various interests and extra-curricular activities, which creates a positive atmosphere and connection between the coaches, mentors, and students.

Two major programs that are currently in place in our school and allow us to learn about our students are the AVID and PBIS programs. The AVID program is made up of 200 students that are very diverse, but are all focused on growing academically and personally as they all work toward a common goal of going to college. During the AVID elective, students build a strong community as they tutor one another, set goals, have debates and discussions about current events, complete community projects and much more. The AVID elective teacher is a crucial piece in helping our AVID students be successful in the classroom and in their relationship building with their peers and teachers. Our PBIS program helps cultivate a positive relationship between faculty/staff and students. By rewarding students for their positive behavior and academic progress, students learn to value their positive choices. We use school money, activities and field trips to reward our students. Likewise, our discipline office also has discipline contracts in place to help support students who are not making these positive choices, and work to guide them in the right direction with regard to choices and PBIS. Other supports that are in place to help the school learn about students' cultures and build relationships include: FOCUS demographic info, guidance, MTSS, ESE/504 departments, fine arts programs, athletics and other academic clubs.

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

The St Cloud Middle School Leadership Team and faculty work in many ways to create an environment that is safe for all students. Each day the administrative staff and leadership team are on duty before school starting at 7:00am, between bell changes, during all three lunches, and after school during dismissal. During bell changes, teachers also monitor the hallways and classrooms. They are constantly reinforcing rules and expectations from bell to bell. Furthermore, our teachers are also available to meet with students before school, after school and at lunch. Our guidance and discipline offices also provide support to help students feel safe and respected. These two offices work along side each other to run a strong bully prevention program, and provide targeted support through behavior contracts, for our students who receive multiple referrals during the school year. The goal is to help students cultivate positive self-esteem and learn positive conflict-resolution skills. In addition, SCMS offers many clubs and programs that promote student interests and provide extended learning opportunities outside the classroom. These clubs and programs include: PBIS, Drama, Chorus, Orchestra, Band, Athletics, Battle of the Books, Science Olympiad/Smackdown team, Odyssey of the Mind, Math Olympiad team, Mustangs to the Rescue, Mustang Buddies, and others.

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.

St. Cloud Middle School is a PBIS school. Teachers receive PBIS training each year, and there is a PBIS team that meets monthly to support our Gold Star program. The school's positive behavior support system is set in place to reward students for positive choices and adhering to school rules. We reward students through school money, positive referrals, activities and field trips. In addition to this, some teachers have set up their own "store" in their classrooms, offering highly sought after items for purchase through classroom earned Mustang Money. In addition to positive incentives in the classroom, teachers also set up individual classroom policies and procedures that students are expected to follow. Teachers act as the classroom disciplinarian and work to correct student behavior in the classroom as often as possible. Students that violate a school or classroom rule are given minors to try and correct their behavior. Parents are contacted when minor infractions are issued, so that all invested parties can work together to correct the behavior. Once a student collects three minors for the same behavior, on the fourth incident, the teacher writes a detailed referral and the incident is then handled by the deans office. The deans use a progressive discipline policy that follows the school district's discipline matrix. If students need to write a statement, they receive a pass to the dean's office where the students completes the form. Guidance is also available to help support any disciplinary and non-disciplinary needs.

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.

St. Cloud Middle School has four guidance counselors that provide services for the students at the school along with a school psychologist, and school social worker. Three of these guidance counselors are specifically assigned to a grade level, so they can develop a meaningful relationship with a focused group of students. Our fourth guidance counselor specifically focused on our MTSS students and the resources and supports that are available to ensure their continued success in our school. The school also has an MTSS Team that works together to make well-rounded decisions to ensure students are being properly identified and receiving the necessary services. Currently our school has identified 100 students who are in need of services. Through our Mustang PRIDE classes, teachers work with small groups of students to enhance math abilities. It is also during this time period that teachers build meaningful relationships with these students and establish a mentor program for all students on our campus.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

St. Cloud Middle School has identified students in the EWS as early as the first quarter of the year. Student progress, attendance, and behaviors are closely monitored by the Administrative, MTSS, and ETIT teams to ensure the appropriate interventions are being put in place for students who exhibit one or more of the indicators. All cases are reviewed on an individual basis and interventions made that will best suit the needs of the student while enforcing our school and district expectations.

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	65	66	76	0	0	0	0	207
One or more suspensions	0	0	0	0	0	0	80	87	78	0	0	0	0	245
Course failure in ELA or Math	0	0	0	0	0	0	3	8	12	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	91	113	111	0	0	0	0	315
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	51	66	67	0	0	0	0	184

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

St. Cloud Middle School has set in place a school wide mentoring program, a 30 minute PRIDE period daily, and an MTSS Committee.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

St. Cloud Middle School holds various parent nights throughout the school year. These parent nights include Open House, technology 411, AVID events and other "workshops" focused on how to help students academically. SCMS uses the FOCUS calendar, School Messenger, Facebook, and Remind 101 to keep parents informed about the upcoming events and activities for students and families. SCMS has shown to have great parent involvement within our fine art programs and athletics. Our Oasis Liaison also works with our parent volunteers to get them plugged into school events and day-to-day activities at the school.

SCMS uses FOCUS Gradebook, grade reports (progress and report cards), teacher-parent emails and parent conferences to keep parents informed of their child's academic progress.

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.

St. Cloud Middle School has a business liaison who communicates with local business concerning school events. They come in and volunteer time and/or resources to help make the event successful. Our business partners also provide resources for acknowledging student success in the classroom.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Chiavini, Cindy	Principal
Harrell, Christina	Assistant Principal
Piasecki, Kim	Other
Allen, Carrollyn	Other
Hoffman, Nicole	School Counselor
Bogaenko, Nancy	Dean
Burda, Nicole	Assistant Principal
Leonard, Sherry	Dean
Clark, Kyle	Dean
Webb, Ashley	Dean
Collette, Karen	Instructional Coach
Metz, Dylan	School Counselor
Roop, Anastasia	School Counselor
Ares, Raymond	School Counselor

b. Duties

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

The SCMS Leadership team consists of:

1. Cindy Chiavini, Principal/administrator - in charge of financial, curricular, and instructional resources
2. Nicole Burda, Assistant Principal - in charge of curricular and instructional decisions
3. Christina Harrell, Assistant Principal - in charge of curricular and instructional decisions
4. Karen Collette, Reading Coach - provides curricular intervention for reading, science, and social studies teachers and initiates reading group interventions
5. Kim Piasecki, Testing Coordinator - provides progress monitoring data for district and state assessment
6. Sherry Leonard, Dean of Students- provides 6th-8th grade level discipline and EWS data
7. Nancy Bogaenko, Dean of Students - provides 6th-8th grade level discipline and EWS data
8. Kyle Clark, Dean of Students - provides 6th-8th grade level discipline and EWS data
9. Ashley Webb, Dean of Students - provides 6th-8th grade level discipline and EWS data
10. Carrollyn Allen, ESE Resource Compliance Specialist - provides ESE data
11. Nicole Hoffman, 8th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students
12. Anastasia Roop, MTSS Coach - data collection and analysis, Problem Solving Team Coordinator, liaison with district lead counselor and district MTSS Coordinator for interfacing district policy with MTSS/RtI school implementation.
13. Dylan Metz, 7th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students
14. Raymond Ares, 6th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students

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 SCMS MTSS Problem Solving Team (PST) meets once each month and will identify, through disaggregation of data and teacher input, students who require close monitoring and/or intervention to encourage behavioral and/or academic progress. This group will also meet once per quarter with teachers to address concerns, goals, and game plans for student success.

The progress monitoring process is as follows: Effectiveness of core instruction; data driven from iReady for student progress, and TeenBiz used for instruction. Resource Allocation; computer labs, double reading block, and intensive math curriculum. Teacher Support; Administration, guidance, reading coach, learning resource specialist, PLC. Small Group; Individual and small groups in classrooms and/or assistance from reading coach, learning resource specialist and guidance student support services.

Supplemental Academic Instruction (SAI)

To ensure that students in core academic courses are excelling, we have created remediation programs for those courses. It helps those students struggling, as well as provide enrichment activities. In addition, we have remediation groups for our Algebra I, Biology I, Civics, and Geometry students.

Title I, Part A

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

Title I, Part C-Migrant

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

Title I Part D

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

Title II

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

Title III

In accordance with federal regulations and the Every Student Succeeds Act of 2015 (ESSA), limited English proficiency students are provided with the appropriate supports within their core academic courses. They are also supported through a structured classroom that provides additional strategies and lessons to increase student comprehension and success in the English language.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act,

the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

IDEA (Individuals with Disabilities Act)

In accordance with state and national IDEA mandates, our school works to provide all students with disabilities with the necessary supports and plans to ensure academic success. Students are individually assessed on needs and provided with the appropriate supports through an individual improvement plan. These plans are evaluated as required as teachers and the parent work to support student growth. All efforts are made to ensure that the least restrictive environment is provided and students are successful in their academic pursuits.

Additional Information:

* Approved agencies will be used as needed for students . These agencies will be integrated in the school through the guidance department (grief groups, anger management groups, etc.)

* Instrument Repair funds will be used to repair band and orchestra equipment.

* Funds will also be used to support our school-wide Positive Behavior Support System (PBS). We purchase items for the school "store" through our coordinator.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cindy Chiavini	Principal
Julie Owens	Teacher
Ashley Webb	Teacher
Missy Mann	Education Support Employee
Catherine King-Chaparkoff	Parent
Susan Sanchez	Parent
Judy McDonald	Teacher
Megan Fellows	Parent
Carey Bounds	Parent
Claritza Martinez-Bonet	Parent
Jessica Vansickle	Parent
Elsa Schafer	Parent
Morghan Cameron	Teacher
Shari Wengert	Teacher
Lana Fellows	Parent
Danielle Mann	Student
Alida Robles	Parent
Kim Piccinelli	Parent
Arnaldo Piccinelli	Parent
Brittany Atwell	Teacher
Rachel Smith	Teacher
Yavier Ortiz	Parent
Zachary Piccinelli	Student
Nobalto Bonet	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In 2016-2017 the SIP was presented to the SAC and the committee agreed to approve the goals and targets generated by administration and the faculty.

b. Development of this school improvement plan

SAC reviews, discusses, and approves the School Improvement Plan.

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

The School Advisory Council reviews improvement funds requests from SCMS teachers and staff. Agendas were purchased for all students during the 2016-2017 school year.

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

For the 2016-2017 school year, no state funds were allocated.

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
Chiavini, Cindy	Principal
Harrell, Christina	Assistant Principal
Piasecki, Kim	Other
Collette, Karen	Instructional Coach

b. Duties

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

There are several initiatives in place to promote literacy at SCMS. Some of these initiatives include: Drop Everything And Read (DEAR) time every Wednesday during research classes; iReady and TeenBIZ utilization; #MustangMustRead Initiative focused on increasing students independent reading; and strategic support of reading strategies through the social studies and sciences classrooms by our Literacy Coach.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

SCMS teachers are active members of Professional Learning Communities (PLC) within their subject area. Teachers meet each Wednesday to discuss collaborative planning, instruction, assessment, and data analysis of SCMS students, and also meet twice a month during their planning to continue their collaborative efforts.

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

SCMS uses several strategies to recruit, retain and cultivate strong and effective teachers. The principal is responsible for teacher recruitment and retention. We have restructured our interview questions to reflect standards based instruction and collaborative planning among peers, which are essential qualities that we look for in new hires. We also use our Mentor-Mentee (new teachers) and professional development programs to develop and support highly qualified teachers.

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

Each new person to the field of teaching receives a mentor in the same content area. First year teachers are also required to complete observations of their mentor and other teachers. In addition, we also have monthly Mentor/Mentee meetings to discuss their certification process, collaborate on common issues, and share new ideas.

All new teachers to the school receive a "friend" or "buddy" to answer school procedural questions. This year, all teachers will also complete teacher observations to help facilitate collaboration.

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.

St. Cloud Middle School has several steps in place to ensure that core instructional programs and materials are aligned with Florida standards: We adopt and purchase curriculum based on district directive, which is based on a leadership team's thorough analysis of the curriculum's alignment with state standards; teachers are required to identify the Florida standards that align with their weekly lesson plans; teachers are active members of PLCs, which require teachers to identify essential state standards, build common assessments based on Florida standards, and analyze student mastery of these state standards.

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.

St. Cloud Middle School uses data in the following ways: teachers use state, district and iReady testing data to differentiate instruction within the classroom; PLCs use common assessment data to differentiate instruction and analyze lesson planning; administration uses state and iReady testing to provide intervention and remediation in Math and Reading (Int. Math Lab & Small Groups for Reading); PRIDE time (homeroom) has been revamped to target math skills and use the state and iReady data to ensure that students are receiving targeted strategies to overcome barriers in math concepts.

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: 7,920

St. Cloud Middle School offers various programs throughout the academic year to support growth and success in the classroom. The Stampeding Toward Academic Success Program provides an opportunity for students who failed one of more academic classes during a quarter to come after school for assistance. Students are identified and invited to come to the program that meets two days a week. Sherry Leonard and Nancy Bogaenko assist these struggling students. The Algebra, Biology, and Civics Remediation Program provides an opportunity for students to receive targeted academic support and enrichment in their courses that require End of Course (EOC) Assessments. Students are invited based on their performance on course standards assessments, and academic assistance is provided to these students through the use of Algebra Nation, high school volunteers, and teachers. Finally, St. Cloud Middle School provides an opportunity to students to compete in the Osceola School District Science Olympiad and Middle School Math Competition.

Strategy Rationale

The rationale for this extra level of service is based on the need for more intense, small group instructional time to address and practice skills, and/or the need for one on one opportunities that may not be feasible within the regular school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Burda, Nicole, nicole.burda@osceolaschools.net

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

FOCUS Reports
iReady Reports

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

St. Cloud Middle School guidance counselors visit local elementary schools in the spring, and share information about our school's expectations, available courses, and answer any other student questions. In addition, SCMS holds a 6th grade orientation night where incoming 6th grade students and their parents, come and learn about daily routines, courses offered, resources available, and get to meet teachers and administrators. At all grade levels, SCMS students attend Open House the week before school to meet teachers and familiarize themselves with their class schedule. Outgoing 8th grade students hear presentations from local high schools and are given a chance to sit down one-on-one with high school guidance counselors in the spring to pick their schedules for 9th grade.

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 Florida CHOICES Planner is used to promote academic and career planning and course advising. Students receive instruction on creating a CHOICES account portfolio and exploring their options by taking an assessment on their interests, work values, and basic skills. The results of the inventories match the students' interests with lists of career choices including post-secondary schools and scholarship opportunities. The guidance counselors provide instruction and materials on middle and high school curriculum and course selections. During the first week of October, College and Career week is celebrated by students and faculty engaging in activities that promote awareness and readiness of future options.

The AVID program at SCMS is dedicated to helping support students whose goals are to attend college after high school. We target students who have shown statistically to not attend college due to factors outside their control and lack of motivation. The students in AVID are on a path to take high school credit course(s) in their 8th grade year, which will put them on an acceleration path headed to college. Students in the program research careers and colleges and visit college campuses during the school year. In addition to those students within the AVID program, SCMS utilizes AVID strategies and best practices throughout all classrooms.

Other career and college awareness strategies at SCMS: College Week in the fall, College t-shirt day (once a month), guest speakers, business-technology courses offered and a field trip to the Finance Center (AVID).

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

SCMS offers several high school credit courses for our 8th graders to help them advance academically. These Dual Enrollment courses allow students to complete high school courses early, so there is more room in their schedule later for Advanced Placement Courses and/or early graduation at the High School level. The courses offered are Geometry, Algebra I Honors, Biology Honors, Physical Science Honors, World History Honors, English Honors, Computer-College&Careers (CCC) and Spanish I.

SCMS' Fine Arts program has also grown. We offer Band, Chorus, Orchestra, Drama, and Art. Students within these programs have the opportunity to not only compete, but also can use their experiences and knowledge to apply and attend the Osceola School for the Arts (OCSA).

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

SCMS vertically aligns student needs with our local high schools. We also provide high school credit courses at the middle school level. One example of such a course being offered at SCMS is Computer, College, and Careers (CCC). This is a high school course that is part of a business track for our partnering high school. We also offer a STEM-based science course that provides for a hands-on, 21st century application of skills that are in high demand.

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.

Through the AVID program, students learn how to monitor grades/gpa, set goals, articulate with teachers when academic issues arise, take Cornell notes, stay organized with a binder, hold effective tutoring sessions, and much more. These AVID strategies are not only used with AVID students, but

are used school wide through the implementation of a new homeroom period.

In addition, SCMS students are exposed to career and college choices through college and career corners in every classroom, college week conducted by the guidance counselors, the CHOICES program, and college and career research done in various classrooms across campus.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers work collaboratively to deliver instruction designed to reach the depth of the standards while using common assessments and data analysis to differentiate for students, then academic achievement and success will increase for all.
- G2.** If all teachers are given the appropriate supports to provide effective classroom interventions and enrichment opportunities, then learning gains and success will increase for all.

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. If all teachers work collaboratively to deliver instruction designed to reach the depth of the standards while using common assessments and data analysis to differentiate for students, then academic achievement and success will increase for all. 1a

G095440

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA ELA Achievement - ELL	25.0
FSA ELA Achievement - SWD	25.0
FSA Mathematics Achievement	65.0
FSA Math Achievement - ELL	25.0
FSA Math Achievement - SWD	25.0
Statewide Science Assessment Achievement	67.0
Bio I EOC Pass	100.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	100.0
Civics EOC Pass	90.0

Targeted Barriers to Achieving the Goal 3

- Standards Depth of Knowledge Instruction & Assessment
- Utilization of data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Department Chairs
- District Resource Teachers
- Administrative feedback
- Gradecam
- District and state resources

Plan to Monitor Progress Toward G1. 8

IReady Reports

Person Responsible

Karen Collette

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Growth in student comprehension of standards

Plan to Monitor Progress Toward G1. 8

Common Assessments Analysis

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Continued growth of student comprehension on provided assessments.

G2. If all teachers are given the appropriate supports to provide effective classroom interventions and enrichment opportunities, then learning gains and success will increase for all. 1a

G095441

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	60.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Enrichment and Intervention Strategies
- School wide inconsistent discipline practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities
- Professional development
- Deans
- PBIS
- Mustang PRIDE Math Intervention

Plan to Monitor Progress Toward G2. 8

iReady Reports

Person Responsible

Karen Collette

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

iReady test completion with evidence of positive growth in math

Plan to Monitor Progress Toward G2. 8

District Assessments

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Continued growth of student comprehension on district provided assessments

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers work collaboratively to deliver instruction designed to reach the depth of the standards while using common assessments and data analysis to differentiate for students, then academic achievement and success will increase for all. 1

 G095440

G1.B1 Standards Depth of Knowledge Instruction & Assessment 2

 B256968

G1.B1.S1 Utilize state and district resources 4

 S271859

Strategy Rationale

Encouraging teachers to use state and district resources, such as their curriculum maps, resource leaders, and CPALMS, will ensure that high yield strategies are being used in the classrooms.

Action Step 1 5

Instructional Framework Leadership Support of PLCs

Person Responsible

Ashley Webb

Schedule

Semiannually, from 8/1/2017 to 5/31/2018

Evidence of Completion

Learning goal and targets utilization in classrooms

Action Step 2 5

PLC Analysis and Usage of Curriculum Maps

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Teachers will be required lesson plans showing implementation of these strategies used in their classrooms; Walk-throughs done by Administrative team

Action Step 3 5

Resource Teacher Support of Departments

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

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

Lesson Plan Submission

Person Responsible

Christina Harrell

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans that incorporate standards and pacing guide from curriculum maps.

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

PLC Sit Ins

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Discussion and Collaboration in PLCs

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

Scales Posted in Classrooms

Person Responsible

Cindy Chiavini

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Scales posted in classrooms, utilization of lesson plans/district curriculum maps in lessons.

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

PLC Common Assessments

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Submission of common assessments and analysis of depth of knowledge usage within assessments.

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

PLC Sit Ins

Person Responsible

Ashley Webb

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Active, ongoing discussions within PLCs of depth of knowledge instruction and assessment strategies.

G1.B1.S2 Gradecam usage instruction 4

 S271860

Strategy Rationale

Providing the opportunity to model proper use and features of gradecam will encourage teachers to continuously use this program for common assessments and depth of knowledge assessment.

Action Step 1 5

Professional Support/Training on Gradecam

Person Responsible

Ashley Webb

Schedule

On 5/31/2018

Evidence of Completion

Use of gradecam in PLC discussions and common assessments

Action Step 2 5

Breakout Session of Effective Use of Gradecam in PLCs

Person Responsible

Ashley Webb

Schedule

On 5/31/2018

Evidence of Completion

PLC walkthroughs and attendance records

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

Submission of Common Assessments

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Submitted Common Assessment by PLC

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

Submission of data analysis and reports

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Submission of Data Analysis paperwork for common assessments by PLC and gradecam printed reports

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

Analysis of gradecam reports

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Show diversification of DoK and standards, while also showing student growth on ability to complete complex assessments.

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

Analysis of Common Assessment Notes

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Inclusion of discussion and action plan for struggling areas and enrichment opportunities

G1.B2 Utilization of data 2

 B256969

G1.B2.S1 Professional Development on Understanding Data 4

 S271861

Strategy Rationale

In order for teachers to use data in decision-making, they must know how to read the data and make decisions based on the information it provides.

Action Step 1 5

Data Digging Professional Development through PLCs

Person Responsible

Cindy Chiavini

Schedule

On 9/27/2017

Evidence of Completion

Individualized data documents with essential breakdown of necessary categories

Action Step 2 5

Mini Lessons in PLCs on best practices and strategies

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

walkthroughs of PLCs

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

Data analysis reports

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

submitted reports

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

PLC Sit Ins

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Active discussion on use of data in decision making

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

Classroom walk-throughs

Person Responsible

Cindy Chiavini

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Differentiated instruction based on data decision making. Small group instruction based on data analysis.

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

PLC Sit Ins

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Discussion on progression of data utilization in decision making and lesson planning

G1.B2.S2 Administrative Data Mentorship 4

 S271862

Strategy Rationale

By requiring teachers to discuss their data with knowing administrators, an open discussion will be created to encourage continued growth and understanding of student needs.

Action Step 1 5

Administrative Data Mentorship of Educators

Person Responsible

Cindy Chiavini

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Availability of utilized data and participation in meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Participation in quarterly meetings with an Academic Administrator

Person Responsible

Cindy Chiavini

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Attendance and communication in quarterly meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Lesson Plans

Person Responsible

Christina Harrell

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Submission of lesson plans that incorporate the use of data in decision making for student success

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administrative Walkthroughs

Person Responsible

Cindy Chiavini


Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Evidence of data use for decision making in lesson planning and execution of activities in classrooms.

G2. If all teachers are given the appropriate supports to provide effective classroom interventions and enrichment opportunities, then learning gains and success will increase for all. 1

 G095441

G2.B1 Enrichment and Intervention Strategies 2

 B256970

G2.B1.S1 Professional development to support best teaching strategies 4

 S271863

Strategy Rationale

If teachers know the best reading intervention strategies and AVID best practices, then they will be able to better help the students who need support the most

Action Step 1 5

Teacher PD on AVID Best Strategies

Person Responsible

Nancy Bogaenko

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

usage in teacher lesson plans

Action Step 2 5

Reading intervention strategies during class

Person Responsible

Karen Collette

Schedule

Semiannually, from 8/1/2017 to 5/31/2018

Evidence of Completion

strategies identified in teacher lesson plans

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

PLC Monitoring

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 8/1/2017

Evidence of Completion

classroom walkthroughs, PLC Sit ins, lesson plans

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

Lesson Plan submission

Person Responsible

Christina Harrell

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Evidence shown in teachers lesson plans and seen during walkthroughs

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

Administrative walkthroughs and observations

Person Responsible

Cindy Chiavini

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

feedback from walkthroughs and observations

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

PLC Sit Ins

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

communication through PLC discussion and feedback from teachers during the sit ins

G2.B1.S2 Mustang PRIDE math intervention 4

 S271864

Strategy Rationale

Previous state data has shown that students are lacking in the most basic math skills. This initiative will help students build a strong foundation in math by developing their number sense.

Action Step 1 5

A master schedule to implement math remediation during homeroom (PRIDE) time

Person Responsible

Christina Harrell

Schedule

Daily, from 8/1/2017 to 5/31/2018

Evidence of Completion

Data tracking in the student's academic binder

Action Step 2 5

Math teachers create and provide remedial math lessons and resources to all staff

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Materials for the PRIDE teachers

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

Homeroom (PRIDE) walkthroughs

Person Responsible

Nicole Burda

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Feedback through MyPGS system and notes to the teacher

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

Student data documentation of completion in academic binders

Person Responsible

Nicole Burda

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Completed data tracking of each goal

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

Homeroom (PRIDE) walkthroughs

Person Responsible

Christina Harrell

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

feedback through MyPGS system and notes to the teacher

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

Quarterly movement of the lowest quartile students to homerooms of math teachers.

Person Responsible

Christina Harrell

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

schedule changes

G2.B1.S3 Professional learning communities 4

 S271865

Strategy Rationale

When teachers work together to share ideas, build common assessment and evaluate the data of their students individually, then each student will receive enrichment or interventions based on their needs.

Action Step 1 5

Collaborative Planning Sessions

Person Responsible

Ashley Webb

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

lesson plan submissions, common assessments, PLC Sit Ins

Action Step 2 5

Wednesday PLCs

Person Responsible

Ashley Webb

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

PLC Monitoring and walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom Walkthroughs

Person Responsible

Cindy Chiavini

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

evidence of common lessons and assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

PLC Monitoring

Person Responsible

Ashley Webb

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

walkthrough PLCs and provide support and feedback on discussions that are occurring.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

quarterly failure reports

Person Responsible

Nancy Bogaenko

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

after pulling the reports, we should see a reduction in student failures in courses.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Lesson Plans

Person Responsible

Christina Harrell


Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Weekly lesson plans should include best practices that are being used in the classrooms and strategies that target intervention and enrichment

G2.B2 School wide inconsistent discipline practices 2

 B256971

G2.B2.S1 School Wide PBIS 4

 S271866

Strategy Rationale

The PBIS system creates a culture at school which helps reward students for good behavior while simultaneously reteaching the expectations. If we can ensure that our PBIS system is being effectively utilized, then we can reduce classroom disruptions and encourage academic growth.

Action Step 1 5

Teaching PBIS effective strategies

Person Responsible

Ashley Webb

Schedule

On 5/31/2018

Evidence of Completion

Teacher attendance in preplanning breakout session

Action Step 2 5

PBIS school wide grade level points system

Person Responsible

Ashley Webb

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

active participation by students to earn points and continued growth of tracking chart

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

PBIS implementation of strategies

Person Responsible

Cindy Chiavini

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

teachers are using the PBIS strategies correctly in their classrooms

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

Monitoring of student data including grades, tardies, and community service projects

Person Responsible

Ashley Webb

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

PBIS data that tracks success of activities and student achievement

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

PBIS Meetings

Person Responsible

Karen Collette

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

discussion of current data, trends, and projects within the program.

G2.B2.S2 Additional Deans 4

 S271867

Strategy Rationale

Having 2 extra deans on campus will ensure that more students can be identified and supported, while also monitoring proper discipline practices and implementation of school expectations.

Action Step 1 5

Creation and implementation of a school wide discipline matrix

Person Responsible

Sherry Leonard

Schedule

Annually, from 8/1/2017 to 5/31/2018

Evidence of Completion

completion of the SCMS discipline matrix

Action Step 2 5

Dean's Survival Series PD

Person Responsible

Kyle Clark

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

participation and completion of PD series

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

self-assessment and student report data

Person Responsible

Ashley Webb

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

monthly meeting agenda discussion trends in data and tentative adjustments that need to be made

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Professional Development Meetings

Person Responsible

Sherry Leonard

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

successful completion of district professional development

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Data analysis of discipline

Person Responsible

Kyle Clark

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

notes from the meetings and tentative changes that have been implemented to the school wide discipline matrix

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Professional development meetings

Person Responsible

Sherry Leonard

Schedule

Quarterly, from 8/1/2017 to 5/31/2018






















Evidence of Completion

MyPGS system will show successful completion of the district PD













IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M390126	PLC Monitoring	Webb, Ashley	8/1/2017	classroom walkthroughs, PLC Sit ins, lesson plans	8/1/2017 quarterly
G1.B2.S1.A1 A364564	Data Digging Professional Development through PLCs	Chiavini, Cindy	8/1/2017	Individualized data documents with essential breakdown of necessary categories	9/27/2017 one-time
G1.MA1 M390122	IReady Reports	Collette, Karen	8/1/2017	Growth in student comprehension of standards	5/31/2018 quarterly
G1.MA2 M390123	Common Assessments Analysis	Webb, Ashley	8/1/2017	Continued growth of student comprehension on provided assessments.	5/31/2018 quarterly
G2.MA1 M390143	iReady Reports	Collette, Karen	8/1/2017	iReady test completion with evidence of positive growth in math	5/31/2018 quarterly
G2.MA2 M390144	District Assessments	Webb, Ashley	8/1/2017	Continued growth of student comprehension on district provided assessments	5/31/2018 quarterly
G1.B1.S1.MA1 M390106	PLC Common Assessments	Webb, Ashley	8/1/2017	Submission of common assessments and analysis of depth of knowledge usage within assessments.	5/31/2018 quarterly
G1.B1.S1.MA4 M390107	PLC Sit Ins	Webb, Ashley	8/1/2017	Active, ongoing discussions within PLCs of depth of knowledge instruction and assessment strategies.	5/31/2018 monthly
G1.B1.S1.MA1 M390108	Lesson Plan Submission	Harrell, Christina	8/1/2017	Teacher lesson plans that incorporate standards and pacing guide from curriculum maps.	5/31/2018 weekly
G1.B1.S1.MA3 M390109	PLC Sit Ins	Webb, Ashley	8/1/2017	Discussion and Collaboration in PLCs	5/31/2018 quarterly
G1.B1.S1.MA5 M390110	Scales Posted in Classrooms	Chiavini, Cindy	8/1/2017	Scales posted in classrooms, utilization of lesson plans/district curriculum maps in lessons.	5/31/2018 quarterly
G1.B1.S1.A1 A364559	Instructional Framework Leadership Support of PLCs	Webb, Ashley	8/1/2017	Learning goal and targets utilization in classrooms	5/31/2018 semiannually
G1.B1.S1.A2 A364560	PLC Analysis and Usage of Curriculum Maps	Webb, Ashley	8/1/2017	Teachers will be required lesson plans showing implementation of these strategies used in their classrooms; Walk-throughs done by Administrative team	5/31/2018 quarterly
G1.B1.S1.A3 A364561	Resource Teacher Support of Departments	Webb, Ashley	8/1/2017		5/31/2018 quarterly
G1.B2.S1.MA1 M390115	Classroom walk-throughs	Chiavini, Cindy	8/1/2017	Differentiated instruction based on data decision making. Small group instruction based on data analysis.	5/31/2018 quarterly
G1.B2.S1.MA4 M390116	PLC Sit Ins	Webb, Ashley	8/1/2017	Discussion on progression of data utilization in decision making and lesson planning	5/31/2018 quarterly
G1.B2.S1.MA1 M390117	Data analysis reports	Webb, Ashley	8/1/2017	submitted reports	5/31/2018 quarterly
G1.B2.S1.MA2 M390118	PLC Sit Ins	Webb, Ashley	8/1/2017	Active discussion on use of data in decision making	5/31/2018 quarterly
G1.B2.S1.A2 A364565	Mini Lessons in PLCs on best practices and strategies	Webb, Ashley	8/1/2017	walkthroughs of PLCs	5/31/2018 quarterly

Osceola - 0272 - St. Cloud Middle School - 2017-18 SIP
St. Cloud Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M390124	Administrative walkthroughs and observations	Chiavini, Cindy	8/1/2017	feedback from walkthroughs and observations	5/31/2018 quarterly
G2.B1.S1.MA4  M390125	PLC Sit Ins	Webb, Ashley	8/1/2017	communication through PLC discussion and feedback from teachers during the sit ins	5/31/2018 quarterly
G2.B1.S1.MA3  M390127	Lesson Plan submission	Harrell, Christina	8/1/2017	Evidence shown in teachers lesson plans and seen during walkthroughs	5/31/2018 quarterly
G2.B1.S1.A1  A364567	Teacher PD on AVID Best Strategies	Bogaenko, Nancy	8/1/2017	usage in teacher lesson plans	5/31/2018 quarterly
G2.B1.S1.A2  A364568	Reading intervention strategies during class	Collette, Karen	8/1/2017	strategies identified in teacher lesson plans	5/31/2018 semiannually
G2.B2.S1.MA1  M390136	PBIS Meetings	Collette, Karen	8/1/2017	discussion of current data, trends, and projects within the program.	5/31/2018 monthly
G2.B2.S1.MA1  M390137	PBIS implementation of strategies	Chiavini, Cindy	8/1/2017	teachers are using the PBIS strategies correctly in their classrooms	5/31/2018 quarterly
G2.B2.S1.MA2  M390138	Monitoring of student data including grades, tardies, and community service projects	Webb, Ashley	8/1/2017	PBIS data that tracks success of activities and student achievement	5/31/2018 weekly
G2.B2.S1.A1  A364573	Teaching PBIS effective strategies	Webb, Ashley	8/1/2017	Teacher attendance in preplanning breakout session	5/31/2018 one-time
G2.B2.S1.A2  A364574	PBIS school wide grade level points system	Webb, Ashley	8/1/2017	active participation by students to earn points and continued growth of tracking chart	5/31/2018 weekly
G1.B1.S2.MA1  M390111	Analysis of gradecam reports	Webb, Ashley	8/1/2017	Show diversification of DoK and standards, while also showing student growth on ability to complete complex assessments.	5/31/2018 quarterly
G1.B1.S2.MA4  M390112	Analysis of Common Assessment Notes	Webb, Ashley	8/1/2017	Inclusion of discussion and action plan for struggling areas and enrichment opportunities	5/31/2018 quarterly
G1.B1.S2.MA1  M390113	Submission of Common Assessments	Webb, Ashley	8/1/2017	Submitted Common Assessment by PLC	5/31/2018 quarterly
G1.B1.S2.MA2  M390114	Submission of data analysis and reports	Webb, Ashley	8/1/2017	Submission of Data Analysis paperwork for common assessments by PLC and gradecam printed reports	5/31/2018 quarterly
G1.B1.S2.A1  A364562	Professional Support/Training on Gradecam	Webb, Ashley	8/1/2017	Use of gradecam in PLC discussions and common assessments	5/31/2018 one-time
G1.B1.S2.A2  A364563	Breakout Session of Effective Use of Gradecam in PLCs	Webb, Ashley	8/1/2017	PLC walkthroughs and attendance records	5/31/2018 one-time
G1.B2.S2.MA1  M390119	Lesson Plans	Harrell, Christina	10/2/2017	Submission of lesson plans that incorporate the use of data in decision making for student success	5/31/2018 quarterly
G1.B2.S2.MA3  M390120	Administrative Walkthroughs	Chiavini, Cindy	8/1/2017	Evidence of data use for decision making in lesson planning and execution of activities in classrooms.	5/31/2018 quarterly
G1.B2.S2.MA1  M390121	Participation in quarterly meetings with an Academic Administrator	Chiavini, Cindy	10/2/2017	Attendance and communication in quarterly meetings	5/31/2018 quarterly
G1.B2.S2.A1  A364566	Administrative Data Mentorship of Educators	Chiavini, Cindy	10/2/2017	Availability of utilized data and participation in meetings	5/31/2018 quarterly
G2.B1.S2.MA1  M390128	Homeroom (PRIDE) walkthroughs	Harrell, Christina	8/1/2017	feedback through MyPGS system and notes to the teacher	5/31/2018 monthly

Osceola - 0272 - St. Cloud Middle School - 2017-18 SIP
St. Cloud Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA3  M390129	Quarterly movement of the lowest quartile students to homerooms of math teachers.	Harrell, Christina	8/1/2017	schedule changes	5/31/2018 monthly
G2.B1.S2.MA1  M390130	Homeroom (PRIDE) walkthroughs	Burda, Nicole	8/1/2017	Feedback through MyPGS system and notes to the teacher	5/31/2018 monthly
G2.B1.S2.MA4  M390131	Student data documentation of completion in academic binders	Burda, Nicole	8/1/2017	Completed data tracking of each goal	5/31/2018 weekly
G2.B1.S2.A1  A364569	A master schedule to implement math remediation during homeroom (PRIDE) time	Harrell, Christina	8/1/2017	Data tracking in the student's academic binder	5/31/2018 daily
G2.B1.S2.A2  A364570	Math teachers create and provide remedial math lessons and resources to all staff	Webb, Ashley	8/1/2017	Materials for the PRIDE teachers	5/31/2018 quarterly
G2.B2.S2.MA1  M390139	Data analysis of discipline	Clark, Kyle	8/1/2017	notes from the meetings and tentative changes that have been implemented to the school wide discipline matrix	5/31/2018 quarterly
G2.B2.S2.MA4  M390140	Professional development meetings	Leonard, Sherry	8/1/2017	MyPGS system will show successful completion of the district PD	5/31/2018 quarterly
G2.B2.S2.MA1  M390141	self-assessment and student report data	Webb, Ashley	8/1/2017	monthly meeting agenda discussion trends in data and tentative adjustments that need to be made	5/31/2018 monthly
G2.B2.S2.MA2  M390142	Professional Development Meetings	Leonard, Sherry	8/1/2017	successful completion of district professional development	5/31/2018 quarterly
G2.B2.S2.A1  A364575	Creation and implementation of a school wide discipline matrix	Leonard, Sherry	8/1/2017	completion of the SCMS discipline matrix	5/31/2018 annually
G2.B2.S2.A2  A364576	Dean's Survival Series PD	Clark, Kyle	8/1/2017	participation and completion of PD series	5/31/2018 quarterly
G2.B1.S3.MA1  M390132	quarterly failure reports	Bogaenko, Nancy	8/1/2017	after pulling the reports, we should see a reduction in student failures in courses.	5/31/2018 quarterly
G2.B1.S3.MA4  M390133	Lesson Plans	Harrell, Christina	8/1/2017	Weekly lesson plans should include best practices that are being used in the classrooms and strategies that target intervention and enrichment	5/31/2018 weekly
G2.B1.S3.MA1  M390134	Classroom Walkthroughs	Chiavini, Cindy	8/1/2017	evidence of common lessons and assessments	5/31/2018 quarterly
G2.B1.S3.MA2  M390135	PLC Monitoring	Webb, Ashley	8/1/2017	walkthrough PLCs and provide support and feedback on discussions that are occurring.	5/31/2018 quarterly
G2.B1.S3.A1  A364571	Collaborative Planning Sessions	Webb, Ashley	8/1/2017	lesson plan submissions, common assessments, PLC Sit Ins	5/31/2018 monthly
G2.B1.S3.A2  A364572	Wednesday PLCs	Webb, Ashley	8/1/2017	PLC Monitoring and walkthroughs	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If all teachers work collaboratively to deliver instruction designed to reach the depth of the standards while using common assessments and data analysis to differentiate for students, then academic achievement and success will increase for all.

G1.B2 Utilization of data

G1.B2.S1 Professional Development on Understanding Data

PD Opportunity 1

Data Digging Professional Development through PLCs

Facilitator

Christina Harrell

Participants

SCMS Faculty

Schedule

On 9/27/2017

G2. If all teachers are given the appropriate supports to provide effective classroom interventions and enrichment opportunities, then learning gains and success will increase for all.

G2.B1 Enrichment and Intervention Strategies

G2.B1.S1 Professional development to support best teaching strategies

PD Opportunity 1

Teacher PD on AVID Best Strategies

Facilitator

Bogaenko and R Smith

Participants

Faculty

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

G2.B2 School wide inconsistent discipline practices

G2.B2.S2 Additional Deans

PD Opportunity 1

Dean's Survival Series PD

Facilitator

District Coordinators

Participants

Deans

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. If all teachers work collaboratively to deliver instruction designed to reach the depth of the standards while using common assessments and data analysis to differentiate for students, then academic achievement and success will increase for all.

G1.B1 Standards Depth of Knowledge Instruction & Assessment

G1.B1.S1 Utilize state and district resources

TA Opportunity 1

Instructional Framework Leadership Support of PLCs

Facilitator

Rachel Smith and Stacey Politano

Participants

St. Cloud Middle School PLCs

Schedule

Semiannually, from 8/1/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	Instructional Framework Leadership Support of PLCs	\$0.00
2	G1.B1.S1.A2	PLC Analysis and Usage of Curriculum Maps	\$0.00
3	G1.B1.S1.A3	Resource Teacher Support of Departments	\$0.00
4	G1.B1.S2.A1	Professional Support/Training on Gradecam	\$0.00
5	G1.B1.S2.A2	Breakout Session of Effective Use of Gradecam in PLCs	\$0.00
6	G1.B2.S1.A1	Data Digging Professional Development through PLCs	\$0.00
7	G1.B2.S1.A2	Mini Lessons in PLCs on best practices and strategies	\$0.00
8	G1.B2.S2.A1	Administrative Data Mentorship of Educators	\$0.00
9	G2.B1.S1.A1	Teacher PD on AVID Best Strategies	\$0.00
10	G2.B1.S1.A2	Reading intervention strategies during class	\$0.00
11	G2.B1.S2.A1	A master schedule to implement math remediation during homeroom (PRIDE) time	\$0.00
12	G2.B1.S2.A2	Math teachers create and provide remedial math lessons and resources to all staff	\$0.00
13	G2.B1.S3.A1	Collaborative Planning Sessions	\$0.00
14	G2.B1.S3.A2	Wednesday PLCs	\$0.00

15	G2.B2.S1.A1	Teaching PBIS effective strategies	\$0.00
16	G2.B2.S1.A2	PBIS school wide grade level points system	\$0.00
17	G2.B2.S2.A1	Creation and implementation of a school wide discipline matrix	\$0.00
18	G2.B2.S2.A2	Dean's Survival Series PD	\$0.00
Total:			\$0.00