

Orange County Public Schools

South Creek Middle



2017-18 Schoolwide Improvement Plan

South Creek Middle

3801 E WETHERBEE RD, Orlando, FL 32824

<https://southcreekms.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>86%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	B

**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 Orange 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>.

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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 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 South Creek Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Each year the school prepares to learn about students' cultures and builds relationships between teachers and students by creating weekly newsletters in order to maintain ongoing contact and build relationships between teachers and students.

As a school, lessons and celebrations are conducted during certain months of the year, such as Hispanic Heritage Month, Black History Month, Special Education Month, Autism Awareness Month and Anti-Bullying Month. Information is provided to both the faculty/teachers and students to provide the school a better understanding of the various cultures at our school. Other events created to build relationships between teachers and students are themed monthly events, Brown's Army, Student of the Month, and Poetry Club. Fine arts, athletic and sponsored events at our school will increase teacher - student contact time to provide additional opportunities to build relationships.

In addition, teachers review demographic data of our school makeup. This data includes academic achievement data, ELL and ESE data, and discipline/behavior data. Special program data which includes iReady, Think Through Math, Math Excel, Khan Academy will help teachers understand each students' level of proficiency and differentiate instruction.

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

A thorough review of the Code of Student Conduct at the beginning of the school year and the start of every new quarter is performed in order for students to feel safe and respected before, during and after school. The school sets clear expectations to ensure students know what is acceptable behavior on campus.

Staff and leadership team that is visible and available during arrival and dismissal allows for students and parents to feel safe, valued, appreciated, and respected. This will help to foster a climate where students will participate and contribute to the learning environment. Systems are in place during the school day to ensure the safety of all students, such as the use of radios by staff members for continuous communication, use of hall passes for students, and required sign-in by all visitors who enter the school. Monthly evacuation drills are conducted to ensure preparedness in case of an emergency.

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.

Our behavioral system used school wide includes Restorative Justice and the Positive Alternative to School Suspension (P.A.S.S.). Restorative Justice team provides opportunities to students to restore positive relationships. A disciplinary step plan allows teachers to administer various interventions prior to writing a discipline referral. All teachers are Crisis Prevention Institute (CPI) trained to de-escalate situations that may arise.

For the 2017-2018 school year ClassDojo will be implemented school wide. All teachers are trained in this behavior system to ensure it is implemented fairly and consistently. School wide criteria were chosen to implement positive behavior. During the school year, class periods will be selected based on the points students have earned in order to be recognized for their positive behaviors.

The school follows the Multi-Tiered System of Support regarding behavior. Under Tier 1, all students follow OCPS Student Code of Conduct as well as criteria created through the use of ClassDojo. Tier 2 incorporates behavior contracts and a plan in order to reinforce positive behavior. Students will be monitored every two weeks by the MTSS Coach and MTSS team. Lastly, Tier 3 students on behavioral contracts will meet with leadership personnel, PASS coordinator, and/or behavioral specialist every week to assist in reinforcing positive behavior and teaching positive behavior.

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

Guidance counselors are available for all students. Guidance referrals have been created for teachers to identify and request services in order to meet the social-emotional needs of all students. Additional assistance by staff such as school psychologist and behavior specialist, and alternative programs such as anger management are provided as other opportunities to support our students' needs. Conflict resolution strategies are taught to students through peer counseling. Teachers serve as mentors to support identified students in need of social-emotional support.

Counseling services from outside agencies are provided on campus for students in need. The school assists parents in obtaining the counseling by gaining parent consent. Once the application process is completed and approved, the form is forwarded to outside agencies for approval through the student's insurance carrier. The school provides a private area to provide counseling between student and counselor after the school is notified of the counseling approval.

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.

After reviewing the school's early warning system, the data shows the following numbers per indicator:

1. Attendance is increased by grade level, increasing the most from 7th to 8th
2. Suspensions increase by grade level, increasing the most from 7th to 8th
3. Course failure in Math or ELA increased from 6th to 7th but decreased from 7th to 8th
4. Level 1 on statewide assessment stayed about the same from 6th to 7th and increased from 7th to 8th

Early warning indicators at South Creek Middle are attendance below 90 percent, one or more

suspensions, course failure in English Language Arts (ELA) or Mathematics, and receiving a score of a Level 1 on statewide standardized assessments in English Language Arts (ELA) or Mathematics. Attendance below 90 percent and receiving one or more suspensions are early warning indicators because students miss quality instruction when they are not in class. Course failure or scoring a Level 1 on a statewide standardized assessment in ELA or Mathematics is another early warning indicator because these students are working below grade level or not passing one or more of their core subjects. These indicators exist in all grade levels.

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	31	38	70	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	21	28	43	0	0	0	0	92
Course failure in ELA or Math	0	0	0	0	0	0	42	114	70	0	0	0	0	226
Level 1 on statewide assessment	0	0	0	0	0	0	105	107	126	0	0	0	0	338
	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	45	72	79	0	0	0	0	196

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

The following intervention strategies will be implemented at South Creek Middle School to decrease the number of students falling in two or more indicators:

1. Schedule parent conferences to discuss the indicators that negatively impact academic performance
2. Implement school-wide positive behavior criteria and consistent classroom expectations using ClassDojo and CHAMPS
3. Implement a school-wide discipline step plan that aligns to infractions across grade levels, including Positive Alternative to School Suspension (P.A.S.S.) and Restorative Justice circles.
4. Implement iReady in Math and ELA for students who scored a Level 1 on state assessments to improve the academic performance of our students, students will receive an additional class period of support
5. Offer before and after school tutoring opportunities available three days per week.
6. Use of Edgenuity for credit recovery that is accessible to students from home to assist students who failed coursework from a prior school year

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

Parents are encouraged to attend the following events: Meet the Teacher, School Advisory Council, Parent Teacher Students Association, Multicultural Professional Learning Community, Student of the Month Celebrations, Evening of Excellence, Avid Nights, Literacy Night, Digital Curriculum Night, Science Fair Night and Parent Leadership Events.

Our goal for the 2017-2018 school year is to increase the percentage of parents attending events at the school to 80%. Our teachers will communicate with the parents and students through our digital devices. Classroom teachers will also send home information to keep the parents updated. The use of flyers and Connect Ed will be utilized to further information our parents and we will also utilize the marquee outside the school. We will continue to promote the ADDitions program and encourage parents and community members to volunteer at the school and help with activities or to help from home if they cannot come during the day. In addition, school events and meetings will be held at various times to afford parents the opportunity to work within their schedules. We will hold numerous membership drives to assist parents in registering the PTSA as well as recruit officers for the PTA/ SAC and PLC to increase parental involvement.

We will specifically target parent involvement through the various activities/events we will offer throughout the school year as well as having informative meetings within our PTSA and SAC meetings.

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.

Through the School Advisory Committee (SAC) and Partners in Education (PIE), South Creek Middle School builds partnerships with the local community to support student achievement and the school. SAC represents the school community and is the sounding voice for school improvement. Its makeup consists of parents, personnel, community businesses and concerned citizens from the area. Membership is open to everyone.

The Partners in Education (PIE) program is used to help with activities and events that increase student achievement. It helps to support events such as Honor Roll celebrations, OCPS Teach-In program, school fundraisers and end of year celebrations. A South Creek Middle School PIE liaison communicates and makes monthly contact to coordinate events throughout the school year to provide resources for our students to support student academic achievement.

To build and sustain partnerships, ADDitions and Partners In Education (PIE) will be used to help with activities/ events to increase student achievement. The PTSA has fundraisers at different venues in our community which allows teachers, students and parents to build those relationships to help increase student achievement.

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
Brown, Sean	Principal
Camacho, Cristina	Instructional Coach
Rackley, Giselle	Instructional Coach
Martinez, Nancy	Instructional Coach
Bennett, Tommy	Assistant Principal
Choroco, Celeste	Instructional Coach
Scurry, Jessica	Instructional Media
Bone, Jackie	Assistant Principal
Gonzalez Guzman, Ana	Dean
Weber, Daniel	Dean
Patterson, Christine	School Counselor
Burns, Ami	Other

b. Duties

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

Sean Brown - Principal; The principal is responsible for overseeing curriculum and instruction, data analysis to ensure increase in student achievement, and manages the learning environment.

Tommy Bennett - Assistant Principal of Instruction; Responsible for the master schedule; focus on instruction to meet students' academic needs; assists principal with curriculum, instruction, and data analysis.

Jackie Bone - Assistant Principal and Positive Behavior Support Team Member Responsible for maintaining and fostering safe and orderly operations on school grounds in order for students to focus on learning and teachers to focus on teaching. Assist principal with curriculum, instruction, and data analysis.

Ami Burns - Staffing Specialist/MTSS Team Member/PBS Team Member; Responsible for coordinating all IEP meetings for compliance and ensures IEP goals are being implemented to support and meet students' needs.

Cristina Camacho - Curriculum Resource Teacher/ Testing Coordinator/ [PBS Team Member/ MTSS Team Member/Data Collector; Responsible for working with teachers to improve instruction and use of research based best practices during lesson planning that maximize results with regards to student academic achievement.

Nancy Martinez- ESOL Compliance Specialist/Instructional Support/ [MTSS Team Member/ Data Collector/PBS Team Member; Responsible for helping teachers interpret Reading/ELA data, oversees Reading/ELA PLC to improve student reading levels; monitors reading instructional framework. Helps teachers with ESOL Strategies, monitors ELL student performance and testing throughout the school year; oversees ESOL Compliance concerns.

Giselle Rackley- STEM/ Instructional Support/ [MTSS Team Member/ PBS Team Member/ Data

Collector; Responsible for teachers with lesson planning, data analysis, and PBS initiatives that support student learning outcomes.

Celeste Choroco - MTSS Coordinator/ Instructional Support; Responsible for supporting teachers with lesson planning, data analysis, MTSS monitoring of students outcomes helping teachers and students to change behaviors in order to focus on academics.

Jessica Scurry - Jessica Scurry - Digital Media Specialist, Teacher Support, Property Management, Textbook Management and NJHS and Battle of the Books Sponsor. Supports school wide literacy programs like Mr. Brown's Army and school wide recognition program of Wildcat Woot Woot Wagon. Maintains the school's website and social media.

Daniel Webber - Dean/ PBS Team Member/ MTSS Team Member, Responsible for maintaining safe and orderly school environment for all students; building and fostering trusting relationships with student.

Charles Chandler - Dean/ PBS Team Member/ MTSS Team Member, Responsible for maintaining safe and orderly school environment for all students; building and fostering trusting relationships with students.

Daniel Ramirez - PASS Coordinator/ MTSS Team Member; Responsible for helping students with academics when serving in-school suspensions; provide lessons on (social skills, character building, and conduct Restorative Justice Circles.

Maribel Aheran - Responsible for creating student schedules based on needs and state requirements.

Christine Patterson - Responsible for creating student schedules based on needs and state requirements.

The leadership team meets weekly as a Professional Learning Community to analyze teacher observations results and student achievement data. This includes formative assessments, benchmark assessments, discipline, and attendance. The 5 Why problem solving technique is used to address issues identified and a 30 day plan is developed to address the root cause(s).

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 School Leadership Team takes responsibility for identifying the overall and specific needs of the school and meets collaboratively to develop priorities. These priorities are used when specific funding sources are identified.

The Multi-Tiered System of Support (MTSS) team meets [weekly to discuss, evaluate, support, and monitor Tier 1 (core instruction), Tier 2 (intervention) and Tier 3 (specialized research-based intervention).

Tier 1 - All students receiving core instruction; MTSS team monitors that teachers are effectively providing core instruction by monitoring students through common assessments throughout the

school year.

Tier 2 - Students requiring interventions in areas of Math and Reading are scheduled in intensive math and reading classes and use additional resources such as iReady program. Students are monitored more frequently and data is used by teachers to drive instruction and/or differentiate instruction. MTSS team meets with teachers to discuss student progress and determine if intervention is positive and/or if additional interventions are needed.

Tier 3 - Students identified for tier 3 interventions will receive specialized research based interventions that may include an additional class.

The leadership team will meet with teachers through PLCs during planning periods to review lesson plans, data, and other formative assessments to address students' academic needs throughout the school year, 2017-2018.

Professional development opportunities will be related to the needs of teachers to help close the achievement gap. Additional support and the building of best practices/strategies will also be provided during PLC meetings.

Peer to Peer observations will be opportunities to demonstrate model classrooms to help train teachers on implementing best practices/strategies to increase academic achievement among our students. Continued professional development on the Marzano framework will allow teachers to continue building and growing within their profession.

Teachers will attend available district professional development opportunities such as: District PLCs, Restorative Justice, CRMs and iReady training that will provide additional support and resources for teachers to help close the achievement gap.

Supplemental Academic Instruction (SAI) funds will be used to hire a reading teacher to work with level I readers. Lastly, funds from the Minority Achievement Office will provide after school tutoring for 7th and 8th Grade students who were selected for the Calculus Plus Project.

South Creek Middle will measure the effectiveness of these programs by:

- Common Assessments, PMAs, culminating tasks
- iReady
- Teacher observations
- Data chats with Principal

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sean Brown	Principal
Saralee Wise	Teacher
Dawn Genton	Parent
Terrill Richardson	Parent
Ilka Richardson	Parent
Chelsea Johnson	Education Support Employee
Cristina Camacho	Teacher
Dean Genton	Parent
Terrel Rackley	Business/Community
Aneesha Franklin	Parent
Derik Goldman	Parent
Raiza Cardenas	Education Support Employee
Nancy Martinez	Teacher
Maya Goldman	Student
Nikolas Richardson	Student
Daniel Delgado	Student
Ciara Franklin	Student
Stella Marcucci	Student
Maria Diaz	Parent
Jacqueline Bone	Education Support Employee
Carlos Rodriguez	Parent
Aurilisis Arias	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

At the first SAC meeting of the 2017-2018 school year, the 2017-2018 School Improvement Plan were reviewed with SAC members. The school's two strategic goals were presented and an outline detailing how these goals will be reached throughout the school year were explained. The agenda also included the discussion of discipline rates decreasing in the first quarter of 2017-18 school year as compared to 2016-17. Other highlights of the first meeting included Project Lead The Way, Teach - In opportunities, End of the marking period , and the school's calendar of events. The next SAC meeting will include discussions of School Data and Budget.

b. Development of this school improvement plan

The school advisory council and the faculty/staff discusses data from prior school year and recommendations are made to the principal for goals for the upcoming school year will help school leadership:

- Determine and prioritize the goals of the school based on appropriate assessments and other data.
- Develop measurable objectives and strategies for addressing the high priority goals.

- Assist in preparing, monitoring, and evaluating the school improvement plan.
- Identify the appropriate use of school improvement dollars for implementing the approved school improvement plan.

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

The principal used the results of needs assessments and students data to prepare a proposed budget. This budget is reviewed by the SAC and school faculty and is submitted to the school district for approval.

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

\$15,432 was used for tutoring and Summer Course Recovery Program.

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
Brown, Sean	Principal
Camacho, Cristina	Instructional Coach
Martinez, Nancy	Instructional Coach
Scurry, Jessica	Instructional Coach
Fayaz Khan, Anita	Teacher, K-12
Forero, Maria	Teacher, K-12
Wise, Saralee	Teacher, K-12
Rackley, Giselle	Teacher, K-12

b. Duties

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

The purpose of our Literacy team is to create a collaborative system that encourages a literate climate to support effective teaching and learning while infusing Digital Curriculum. Members of the DPLC will also provide digital support on a weekly basis. The team will meet six to eight times this year at the district level. Our DPLC will provide professional development opportunities and support to all teachers as they implement literacy strategies. Members of this DPLC will survey teachers and analyze data from both English Language Arts and Intensive Reading classes in order to identify areas that need support.

The iReady program will be used to help students needing intensive/remedial reading support. Implementation of this program will be monitored on a weekly basis to ensure high quality instruction. Literacy dialogues with peers will be on-going in order to support teachers. Classroom

demonstrations and modeling of research-based reading strategies will be facilitated through professional development for all staff throughout the school year.

The DPLC developed a plan to support literacy during this school year. Close reading strategies along with the use of graphic organizers will be implemented on a daily basis in order to help students analyze, synthesize and record text evidence. Additional support will be provided after each training at the district level.

Text mapping and an accompanying graphic organizer will be displayed in all classrooms to help students develop writing skills needed for the Florida State Assessment (FSA). At the end of the week, students will be asked to show their understanding of concepts taught by submitting a well-written paragraph. Teachers will display students work and monitor students' writing responses.

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.

The master schedule has been designed to provide common planning time for all teachers per grade level to help with lesson planning and the integration of technology. A strategy that promotes collaboration includes teachers meeting with instructional coaches every Tuesday during planning time to develop a draft of the upcoming week's lesson plan. Research-based protocols are utilized to focus meetings on students' academic needs through common formative student assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Highly qualified teachers who meet the required certification for the position are recruited at South Creek Middle School. The leadership team attends district sponsored job fairs and use committee interviews for the selection process. In order to retain and develop highly qualified and effective teachers, a professional development opportunity that focuses on Professional Learning Communities (PLC) is offered. PLCs will be based on content and interdisciplinary teams such as Social Studies and English Language Arts; and Mathematics and Science. This will allow teachers time to discuss the essentials of content as well as which strategies to use to best teach the content. This results in teachers feeling supported and gives them a sense of shared responsibilities. Mentors will be provided for the newly hired teachers and they will meet biweekly to help the success of the new teachers first year.

Persons responsible: Principal, Assistant Principals, Resource Teachers, PLC and Department Chairs

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

Teachers are paired with a mentor who has the same certification area, is a recognized teacher leader, and who has completed the required Clinical Educator training. As part of the induction program, mentors meet on a regular basis with their mentees to provide support and share best practices. Peer observations are scheduled to support beginning/new teachers in order for them to observe strategies being implemented.

At the beginning of the year, the instructional coach meets with beginning teachers to offer support in areas such as:

- Teacher Evaluation/Deliberate Practice
- Common Board Configuration
- Learning Goals/ Targets and Scales
- Marzano Framework
- Student Data/Unify
- Instructional Management System Resources
- Digital Curriculum Training
- DOK Levels
- Canvas

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers will access the Florida Standards for the course they teach. Professional development will focus on how to access the Florida Standards Assessment website that contains standards, test item specifications and DOK levels. The district has set curriculum guidelines that are aligned to Florida Standards. Teachers use the Instructional Management System (IMS) to gain resources such as CRMs and Scope and Sequence for teachers to develop lesson plans. Teachers upload lesson plans and common assessments data on Canvas to be used for monitoring purposes and during data meetings with the principal and within their departments during PLCs.

Furthermore, only school district approved instructional materials will be used.

Collaboration is a priority at South Creek. Our teachers meet on Tuesdays for Common Planning to develop lessons, address individual student learning needs, and share ideas and resources. Teachers work to ensure activities are aligned to 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.

Data chats between administrators and teachers will be conducted to ensure teachers use accurate information to meet the needs of all students. Teachers will progress monitor students by conducting "Checks on Learning" throughout their lessons. Unify is a platform by the school to collect data. Data can be analyzed by subgroups to provide teachers additional information about students and discuss reteaching lessons/strategies. This allows teachers the opportunity to develop and plan additional interventions with students that have not mastered content. Struggling students will be grouped into a teacher-led station to receive reteaching. Teachers will include trailing benchmarks into their lessons to provide extra practice on previously taught standards on which students showed low proficiency.

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: 5,000

Students will meet with teachers in small groups after school on Mondays, Tuesdays, and Thursdays for extensive help in specific areas of weakness and opportunities to accelerate in the curriculum by receiving extra instruction in high school credit courses and advanced classes.

Strategy Rationale

Students will show an increase in areas of need after attending the assigned sessions. Students will follow a rotation of independent work with an online tutoring program and a small teacher-led station where students will receive help and feedback from the teacher.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rackley, Giselle, giselle.rackley@ocps.net

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

Data is collected monthly in Reading, Math, Science and Civics.

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.

The counselors invited the feeder schools to come for an informative meeting about Middle School's curriculum and activities. Their presentation was a PowerPoint with a question and answer session.

Incoming sixth graders participate in an Orientation Night that consists of meeting teachers, receiving curriculum information, and touring the school prior to the school year beginning.

Selective previous 6th grade students were chosen to participate in Calculus Project as a cohort group.

Some of the incoming 6th graders are offered the opportunity to take a leadership class called "Latinos In Action". Students in this class visit 5th graders in elementary feeder schools on a monthly basis.

Eighth grade students participate in the school district high school magnet fair to be held in November 2016. In addition, eighth grade Advancement Via Individual Determination (AVID) students visit the feeder high school for a day to tour classes.

The lead Middle School with the lead High School counselors communicate to schedule times for registration. High School counselors visit students through Social Studies classrooms. A Powerpoint is used as well as a video regarding High School registration. Guidance also meets individually with students to discuss high school courses.

Performing arts students perform at the feeder high school in the fall and spring alongside their high school counterparts.

South Creek Middle School offers high school credit courses as well as business classes aligned with the feeder high school where students can earn industry certifications. This supports students' transition to high school by allowing them to earn credits for a high school diploma while still in middle school. This allows for students once in high school pursue dual enrollment or early graduation.

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.

Our Advancement Via Individual Determination (AVID) program promotes strategies that prepare students to be college and career ready by focusing on organizational skills, goal setting, reviewing high school graduation requirements, and developing study skills. Student working on grade level are enrolled in at least one high school credit course or advanced class.

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

Certified Internet Web (CIW) is offered to all students. Students who complete the course and pass the industry certification examination earn certification in Internet Business Associate.

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

Certified Internet Web (CIW) courses are available to all students. Students who complete the course and pass the industry certification receive college credit.

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.

Guidance counselors review the most current High School Feedback Report from our feeder high school and identify items on which to support our students to ensure the students transition to high school on track to meet high school graduation requirements.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will use Curriculum Resources Material (CRMs), CPALMS, and FLDOE for standards, MTSS instruction and interventions, and information learned from attending DPLC to drive instruction. In addition, teachers will use the four key elements from the Marzano Framework identified by the district to enhance effective instruction for student achievement.

- G2.** Teachers will analyze student data collected from iReady, PMA's, and other common assessments to develop lessons, address individual student learning needs, and share ideas and resources. This goal will help to enhance quality educational instruction and student learning so that a greater number of students achieve proficiency. .

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. Teachers will use Curriculum Resources Material (CRMs), CPALMS, and FLDOE for standards, MTSS instruction and interventions, and information learned from attending DPLC to drive instruction. In addition, teachers will use the four key elements from the Marzano Framework identified by the district to enhance effective instruction for student achievement. 1a

G095621

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	58.0

Targeted Barriers to Achieving the Goal 3

- Understand how to use resources available (CRMs, CPALMS, State Standards, MTSS) correctly

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches assist teacher in the use of all resources available for teachers to assist with curriculum content and delivery of lessons
- Designated demonstration classrooms where teacher leaders who attend DPLC model best practices learned
- Professional development opportunities offered at school site to train teachers on key elements from Marzano Framework

Plan to Monitor Progress Toward G1. 8

School leaders will use indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to teachers on the effectiveness of instruction.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/28/2017 to 4/30/2018

Evidence of Completion

PLC notes, classroom walkthroughs, formal and informal observations

G2. Teachers will analyze student data collected from iReady, PMA's, and other common assessments to develop lessons, address individual student learning needs, and share ideas and resources. This goal will help to enhance quality educational instruction and student learning so that a greater number of students achieve proficiency. . 1a

G095622

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	47.0
Math Gains	61.0
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Teachers don't understand how to analyze data to make informed instructional decisions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches offer PD to teachers to learn how to use data. Coaches assist teachers during common planning to dis aggregate data. Unify, iReady, PMA's, Culminating Tasks

Plan to Monitor Progress Toward G2. 8

Teachers meet with coaches and administration to analyze data to drive instruction. Teachers will analyze data for specific target students in the lowest 25%, all demographics, as well as students needing to gain 7 points or less in order to receive a learning goal. Teachers will include supporting standards into their lessons to provide extra practice on previously taught standards on which students showed low proficiency.

Person Responsible

Sean Brown

Schedule

Biweekly, from 8/22/2017 to 3/29/2018

Evidence of Completion

Data chats, data analysis forms, data from performance matters, classroom observations

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. Teachers will use Curriculum Resources Material (CRMs), CPALMS, and FLDOE for standards, MTSS instruction and interventions, and information learned from attending DPLC to drive instruction. In addition, teachers will use the four key elements from the Marzano Framework identified by the district to enhance effective instruction for student achievement. **1**

G095621

G1.B1 Understand how to use resources available (CRMs, CPALMS, State Standards, MTSS) correctly **2**

B257480

G1.B1.S1 Teachers will meet weekly for common planning with instructional coaches to support the planning process. **4**

S272425

Strategy Rationale

Coaches will guide teachers in understanding the available resources in order to plan effectively ensuring activities are aligned to standards.

Action Step 1 **5**

Teachers will meet by department and grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and following protocol within Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida State Standards.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/15/2017 to 4/3/2018

Evidence of Completion

Uploaded lesson plans, common planning notes

Action Step 2 **5**

Coaches and administrative team will conduct classroom observations.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/21/2017 to 4/23/2018

Evidence of Completion

iObservation, feedback to teachers, class visit schedule

Action Step 3 5

Identify demonstration classrooms so that teachers can observe their peers modeling best practices.

Person Responsible

Sean Brown

Schedule

Monthly, from 9/4/2017 to 3/29/2018

Evidence of Completion

Model classrooms list, peer observations reflections

Action Step 4 5

Model best practices during professional developments, provide resources that includes information on strategies, and provide feedback for teachers who are in need of additional support.

Person Responsible

Sean Brown

Schedule

Monthly, from 8/21/2017 to 4/3/2018

Evidence of Completion

Coaching Cycle, iObservation, feedback to teachers

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

Teachers will upload lesson plans on Wednesdays. Lesson plan and implementation feedback will be provided to teachers.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/9/2017 to 5/23/2018

Evidence of Completion

Lesson plans, lesson plan feedback, and observations

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

Feedback from classroom walk-throughs and informal observations will be shared with the teachers. Classroom walk-throughs will be conducted to ensure teachers are implementing strategies learned from various professional development opportunities offered at the school site. Student performance will be analyzed during data meetings to evaluate the effectiveness of professional development trainings for teachers.

Person Responsible

Sean Brown

Schedule

Weekly, from 9/28/2017 to 3/29/2018

Evidence of Completion

Data from iObservation and meetings with teachers, student progress

G2. Teachers will analyze student data collected from iReady, PMA's, and other common assessments to develop lessons, address individual student learning needs, and share ideas and resources. This goal will help to enhance quality educational instruction and student learning so that a greater number of students achieve proficiency. . 1

G095622

G2.B1 Teachers don't understand how to analyze data to make informed instructional decisions. 2

B257483

G2.B1.S1 Teachers will analyze data collected from formal and informal assessments in class; iReady Diagnostics and growth monitoring assessments; culminating tasks found in CRM's, and PMA's with guidance from instructional coaches and principal. 4

S272427

Strategy Rationale

Teachers will learn how to analyze and interpret data to develop lessons that target and address individual student learning needs.

Action Step 1 5

Coaches will work with teachers in common planning to review standards, align activities, and review test questions that assess the standards that are available through various resources such as CRMs, PMAs and iReady.

Person Responsible

Sean Brown

Schedule

Quarterly, from 9/28/2017 to 5/29/2018

Evidence of Completion

Data analysis forms, Attendance sign-in sheets

Action Step 2 5

Provide professional development opportunities for teachers on creating appropriate tasks and assessments in order to accurately measure and track student performance..

Person Responsible

Sean Brown

Schedule

Weekly, from 8/15/2017 to 4/3/2018

Evidence of Completion

Assessments, Lesson Plans, Common Planning & PLC Notes

Action Step 3 5

Coaches and the leadership team will conduct data chats with teams to guide teachers in analyzing and interpreting student data in order to plan effective instruction that meets individual student needs.

Person Responsible

Sean Brown

Schedule

Monthly, from 8/17/2017 to 3/29/2018

Evidence of Completion

Presentations, Sign-in sheets, exit slips, survey

Action Step 4 5

Coaches will provide support to teachers who need further assistance with aligning instruction and assessment tasks.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/15/2017 to 5/29/2018

Evidence of Completion

Coaching notes

Action Step 5 5

Teachers will conduct formal and informal assessments to continue to monitor student progress.

Person Responsible

Sean Brown

Schedule

Biweekly, from 8/29/2017 to 5/29/2018

Evidence of Completion

Weekly checks for learning (formative assessments), lesson plans, Unify data, iReady Diagnostics and growth monitoring

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

Teachers will conduct formal and informal assessments to check for student understanding of learning goals and targets according to their department schedule, and use data to drive instruction that meets the needs of students.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Culminating tasks, PMA's, iReady Diagnostics and growth monitoring data, Data analysis forms

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

Teachers, coaches, and administrators will participate in data chats to monitor student progress and ensure teachers use accurate information to adjust instruction to meet the needs of all students.

Person Responsible

Sean Brown

Schedule

Quarterly, from 9/28/2017 to 3/29/2018

Evidence of Completion

Culminating tasks, PMA's, iReady Diagnostics and growth monitoring data, Data analysis forms

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.MA1  M391416	Teachers meet with coaches and administration to analyze data to drive instruction. Teachers will...	Brown, Sean	8/22/2017	Data chats, data analysis forms, data from performance matters, classroom observations	3/29/2018 biweekly
G1.B1.S1.MA1  M391409	Feedback from classroom walk-throughs and informal observations will be shared with the teachers....	Brown, Sean	9/28/2017	Data from iObservation and meetings with teachers, student progress	3/29/2018 weekly
G1.B1.S1.A3  A365558	Identify demonstration classrooms so that teachers can observe their peers modeling best practices.	Brown, Sean	9/4/2017	Model classrooms list, peer observations reflections	3/29/2018 monthly
G2.B1.S1.MA1  M391414	Teachers, coaches, and administrators will participate in data chats to monitor student progress...	Brown, Sean	9/28/2017	Culminating tasks, PMA's, iReady Diagnostics and growth monitoring data, Data analysis forms	3/29/2018 quarterly
G2.B1.S1.A3  A365563	Coaches and the leadership team will conduct data chats with teams to guide teachers in analyzing...	Brown, Sean	8/17/2017	Presentations, Sign-in sheets, exit slips, survey	3/29/2018 monthly
G1.B1.S1.A1  A365556	Teachers will meet by department and grade level with instructional coaches every Tuesday to plan...	Brown, Sean	8/15/2017	Uploaded lesson plans, common planning notes	4/3/2018 weekly
G1.B1.S1.A4  A365559	Model best practices during professional developments, provide resources that includes information...	Brown, Sean	8/21/2017	Coaching Cycle, iObservation, feedback to teachers	4/3/2018 monthly
G2.B1.S1.A2  A365562	Provide professional development opportunities for teachers on creating appropriate tasks and...	Brown, Sean	8/15/2017	Assessments, Lesson Plans, Common Planning & PLC Notes	4/3/2018 weekly
G1.B1.S1.A2  A365557	Coaches and administrative team will conduct classroom observations.	Brown, Sean	8/21/2017	iObservation, feedback to teachers, class visit schedule	4/23/2018 weekly
G1.MA1  M391413	School leaders will use indicators from the instructional evaluation system to monitor, evaluate...	Brown, Sean	8/28/2017	PLC notes, classroom walkthroughs, formal and informal observations	4/30/2018 weekly
G1.B1.S1.MA1  M391410	Teachers will upload lesson plans on Wednesdays. Lesson plan and implementation feedback will be...	Brown, Sean	8/9/2017	Lesson plans, lesson plan feedback, and observations	5/23/2018 weekly
G2.B1.S1.MA1  M391415	Teachers will conduct formal and informal assessments to check for student understanding of...	Brown, Sean	8/22/2017	Culminating tasks, PMA's, iReady Diagnostics and growth monitoring data, Data analysis forms	5/29/2018 weekly
G2.B1.S1.A1  A365561	Coaches will work with teachers in common planning to review standards, align activities, and...	Brown, Sean	9/28/2017	Data analysis forms, Attendance sign-in sheets	5/29/2018 quarterly
G2.B1.S1.A4  A365564	Coaches will provide support to teachers who need further assistance with aligning instruction and...	Brown, Sean	8/15/2017	Coaching notes	5/29/2018 weekly
G2.B1.S1.A5  A365565	Teachers will conduct formal and informal assessments to continue to monitor student progress.	Brown, Sean	8/29/2017	Weekly checks for learning (formative assessments), lesson plans, Unify data, iReady Diagnostics and growth monitoring	5/29/2018 biweekly

V. Professional Development Opportunities

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

G1. Teachers will use Curriculum Resources Material (CRMs), CPALMS, and FLDOE for standards, MTSS instruction and interventions, and information learned from attending DPLC to drive instruction. In addition, teachers will use the four key elements from the Marzano Framework identified by the district to enhance effective instruction for student achievement.

G1.B1 Understand how to use resources available (CRMs, CPALMS, State Standards, MTSS) correctly

G1.B1.S1 Teachers will meet weekly for common planning with instructional coaches to support the planning process.

PD Opportunity 1

Teachers will meet by department and grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and following protocol within Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida State Standards.

Facilitator

Celeste Choroco

Participants

All teachers

Schedule

Weekly, from 8/15/2017 to 4/3/2018

G2. Teachers will analyze student data collected from iReady, PMA's, and other common assessments to develop lessons, address individual student learning needs, and share ideas and resources. This goal will help to enhance quality educational instruction and student learning so that a greater number of students achieve proficiency. .

G2.B1 Teachers don't understand how to analyze data to make informed instructional decisions.

G2.B1.S1 Teachers will analyze data collected from formal and informal assessments in class; iReady Diagnostics and growth monitoring assessments; culminating tasks found in CRM's, and PMA's with guidance from instructional coaches and principal.

PD Opportunity 1

Coaches and the leadership team will conduct data chats with teams to guide teachers in analyzing and interpreting student data in order to plan effective instruction that meets individual student needs.

Facilitator

Celeste Choroco, Cristina Camacho

Participants

All staff

Schedule

Monthly, from 8/17/2017 to 3/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will meet by department and grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and following protocol within Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida State Standards.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		132813-TRAINING SERVICES - INSTRUCTORS	1703 - South Creek Middle	Title I, Part A		\$2,000.00
2	G1.B1.S1.A2	Coaches and administrative team will conduct classroom observations.				\$0.00
3	G1.B1.S1.A3	Identify demonstration classrooms so that teachers can observe their peers modeling best practices.				\$0.00
4	G1.B1.S1.A4	Model best practices during professional developments, provide resources that includes information on strategies, and provide feedback for teachers who are in need of additional support.				\$0.00
5	G2.B1.S1.A1	Coaches will work with teachers in common planning to review standards, align activities, and review test questions that assess the standards that are available through various resources such as CRMs, PMAs and iReady.				\$0.00
6	G2.B1.S1.A2	Provide professional development opportunities for teachers on creating appropriate tasks and assessments in order to accurately measure and track student performance..				\$2,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		132813-TRAINING SERVICES - INSTRUCTORS	1703 - South Creek Middle	General Fund		\$2,495.00
<i>Notes: IX Math program Geometry work books</i>						
7	G2.B1.S1.A3	Coaches and the leadership team will conduct data chats with teams to guide teachers in analyzing and interpreting student data in order to plan effective instruction that meets individual student needs.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1703 - South Creek Middle	General Fund		\$15,000.00
8	G2.B1.S1.A4	Coaches will provide support to teachers who need further assistance with aligning instruction and assessment tasks.				\$0.00
9	G2.B1.S1.A5	Teachers will conduct formal and informal assessments to continue to monitor student progress.				\$1,794.65

Orange - 1703 - South Creek Middle - 2017-18 SIP
South Creek Middle

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		132813-TRAINING SERVICES - INSTRUCTORS	1703 - South Creek Middle	General Fund		\$1,794.65
					Total:	\$21,289.65