

School District of Osceola County, FL

# Narcoossee Middle School



2017-18 Schoolwide Improvement Plan

## Narcoossee Middle School

2700 N NARCOOSSEE RD, Saint Cloud, FL 34771

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 was approved by the Osceola County School Board on 11/14/2017.

### 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 Narcoossee Middle School

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

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

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

#### 2. School Environment

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

Teachers start the school year utilizing various activities which encourage students to share, in a risk-free environment, allowing for classrooms to build community. Teachers review the Student Agenda with academic tracking sheets, B.E.A.R.S. behavioral expectations, Positive Behavior Support(PBIS) program. Teachers preview AVID binder peer-checking sheet. Sixth grade complete an orientation, which includes school-wide scavenger hunt. The activities are continually built upon throughout the school year. Many faculty/student events are held during the school year, such as faculty/student basketball games, faculty/student dodge ball games, and student to faculty letters of appreciation.

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

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

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

School-wide PBIS is implemented, clear expectations are modeled, communicated and posted for students to see. All faculty and staff are trained in using PBIS. Additionally, faculty and staff are trained in how to issue minor infractions, Deans monitor the system so that behavior can be handled proactively versus re-actively. The ISS program has been decreased from five days to two weekly.

This will allow students to complete the consequence in a timely manner and not miss class time. Utilizing the AVID site team, along with PTO, these groups join resources to provide incentives for the PBIS school-wide programs. Both groups use resources, incentives, and plan activities throughout the year to yield a productive calendar. The annual "Black Light" dance, PBIS students store, BEAR-Bucks socials and give-away, allow for both organizations to both support our students productively.

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

Guidance counselor is available to students daily. Students are encouraged to seek assistance when needed, group sessions which focus on social skills, anger management, and coping skills are also organized and held as needed. Additionally, all faculty and staff are available to students to discuss personal concerns. In a crisis situation the guidance counselor, leadership team and Sheriffs resource officer are equipped to ensure that the child is not in danger of being hurt or hurting themselves. Lastly, a licensed mental health counselor visits our school to consult with students who are in need of counseling services. During the daily intervention time, What I Need (WIN), student have opportunities to reach out and work individual or in groups, with Deans, Guidance or other resource teachers "as needed".

### 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.**

Attendance below 95% or more than 9 days out of school: The Narcoossee Middle School Attendance Committee will communicate with parents through a phone call and letter when attendance drops below 95%. District attendance contact person will also intervene.

One or more suspensions: Deans and Guidance will monitor suspension rates and provide necessary interventions through MTSS.

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

Level 1 or 2 score on statewide assessments: MTSS coach, guidance department, and instructional coaches will identify the Tier 2 and 3 students and make sure they are provided with interventions. Tracking sheets will be completed and monthly progress monitoring will take place.

Students will monitor their own progress through the use of the Student Success Log. Every student has a copy of this log in their Agenda and teachers will walk students through the process of completing the log when Progress Reports and Report Cards are delivered.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	11	15	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	62	64	0	0	0	0	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	35	32	63	0	0	0	0	130

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	19	24	0	0	0	0	43

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

Tier 2 support in classrooms  
 MTSS coordinator on site for both behavior and academics  
 Monthly data chats within PLC meetings by subject areas  
 PLC data sharing during grade level PLC meetings to provide academic and behavioral data, collected by guidance and deans through data trackers.  
 \*\*Trends and concerns will be addressed with each grade level during this PLC time.  
 Intensive Math and Intensive Language Arts classes will be using the i-Ready program for learning paths to fill in gaps in skills for foundational learning  
 Tier 3 interventions provided during the WIN Intervention time period on a weekly basis and tracked by teachers providing the interventions.  
 Support facilitation at all grade levels  
 ELL supports in ELA and Math classroom, small groups are pulled during WIN time to work with ELL students that need help with organization and academic vocabulary.  
 AVID strategies school wide  
 PBIS behavior tracking system  
 Tier 2 behavior tracking sheets  
 Use of agenda  
 Ongoing progress monitoring through i-Ready

**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**

Meet and Greet Parent Night, Literacy Night, ELL Parent Breakfast, AVID Contract Night, AVID Parent Coffee Talk, Science Forensic Night, Bear Times newsletter and Monthly Academic Booster and SAC meetings, are all of the aforementioned events used to foster relationships with families and are available to the entire community. Progress reports are distributed halfway through each quarter to notify parents of their child's progress in classes. In addition, parents have access to the district parent portal, this allows for easy access to student grades. The School Website is used to communicate important school events as well as provide parents and community members access to the School Improvement Plan and the Mission and Vision of the school. The AVID site team is a resource involving school and community members. Parents and students have access to the Remind program which sends out text messages to keep them updated with school events. Access is free for every parent and student. Currently, we have over 800 parents and students registered. A



new addition to Narcoossee Middle School will be the NCMS Facebook account, created and maintained by our Media Specialist.

## 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

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

#### b. Duties

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

Mr. Frank Telemko, Principal - Data disaggregation, school-based leadership

Mrs. Marcia Clevenger, Assistant Principal - Data disaggregation, MTSS coordinator, school-based leadership

Mr. David Stone, Assistant Principal- Data Disaggregation, behavior support, school-based leadership

Mr. Mike Melvin, Dean - Behavioral data and develops appropriate interventions, testing coordinator

Ms. Melanie Crawford, Dean-Behavioral data and develops appropriate interventions

Mrs. Rebecca Rutkowski, Dean-Behavioral data and develops appropriate interventions, Attendance Committee chairperson,

Mrs. Sheila Steirer, Literacy Coach - Provide instructional support, professional development, PLC

School Facilitator, i-Ready and Achieve 3000 coordinator  
Mr. Brian Joseph, Media Specialist - Provide materials and instructional support, Facebook account manager, Morning and school announcement coordinator  
Mrs. Jennifer McAllister, Guidance Counselor  
Mrs. Caitlin Gray, Guidance Counselor  
Mrs. Rachel Winn, Guidance Counselor  
Mrs. Cindy Gibbs, Resource Compliance Specialist for Exceptional Student programs

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

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

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

The Assistant Principals meet weekly with the Guidance and Dean of Students departments to review academic and behavioral trends, update the MTSS progress, and review concerns or general department information.

District Resource teachers are invited and attend department PLC team meetings to help with the interpretation of data and helps teachers brainstorm ideas and design lessons to meet the needs of all students.

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

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

### **a. Membership**

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

Name	Stakeholder Group
	Business/Community
Mr. Frank Telemko	Principal
Barbara Cox	Business/Community
Valerie Mcallister	Parent
Vicky Warnes	Business/Community
Rachael Winn	Teacher
Sandra Memis	Parent
Jennifer Conley	Parent
Gay Jacobs	Parent
Laurie Williams	Parent
Demetrius Brooks	Parent
Kerriann Lenville	Parent
Sonja O'Rourke	Parent
	Student
Felica Bracy	Parent
Andrea Milliman	Teacher
Don Hamilton	Education Support Employee
Jean Jupa	Teacher
Melanie Crawfaord	Teacher
	Student

## b. Duties

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

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

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

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

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

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

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

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

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

Initial school improvement funds last year were \$5,884.70 A carryover from the previous year was added as funds did not get released to the school until May. The carryover amount was \$6,083.39 Funds used during the 2016-2017 school year were used to pay for substitute teachers for curriculum planning days, substitutes for on-site professional development, and staff professional development attendance.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Telemko, Frank	Principal
Steirer, Shelia	Instructional Coach
Joseph, Brian	Instructional Media
Avery, Heather	Teacher, K-12
Vazquez, Liesl	Teacher, K-12
Lowery, Kerrie	Teacher, K-12
Huesing, Sebrina	Teacher, K-12
Mifsud, Joe	Teacher, K-12
Triplett, Diana	Teacher, K-12
Barnhill, Cassandra	Teacher, K-12
Smalling, Martisha	Teacher, K-12
Zuelkie, Laurie	Teacher, K-12
Guzman, Carolyn	Teacher, K-12
Melvin, Michael	Teacher, K-12

**b. Duties**

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

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

Summer Reading

Monitor Teen-Biz and i-Ready data

Battle of the Books

DBQ writing within Social Studies and Science Core Curriculum classes

Promotion of Sunshine State Books

Book Fairs will be held three times a year with one night during each week open for parents and

students to visit and purchase books  
Increase in Media Center collection  
Author Visit  
School-wide Literacy Night  
State Literacy Week activities-NJHS students read to Narcoossee Elementary School grades K-3  
Encourage Content Area reading in core classes and elective areas  
ELL Parent Breakfast  
40 Book Challenge  
Social Studies and Science teachers have access to TeenBiz for Content articles

## 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.

Common planning is utilized so that PLC teams can meet bi-weekly. Common lesson plans and common assessments and assessment data will continue to be the focus of PLC meetings. PLC teams will also meet every Wednesday after school.

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

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

All activities must focus on the inclusion of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in order to keep the school-wide focus on student learning. All classroom activities will be geared towards standards and meeting curriculum goals.

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

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

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

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

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

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

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

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

Brian Joseph and Sheila Steirer are the Mentor Leads at Narcoossee Middle School. Each new teacher is paired with a veteran teacher based on an individual needs basis. Ongoing mentor/mentee Professional Learning Communities are utilized to share information and collaborate. Activities will be

planned to help new teachers learn about NCMS and to help build relationships with other staff members. Mrs. Clevenger, Assistant Principal, will conduct a "Welcome to Narcoossee Middle School" orientation for all new teachers and new to NCMS teachers during pre-planning.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

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

District Resource Teachers, along with instructional coaches and classroom teacher input, have developed curriculum pacing guides that have been published for all teachers to utilize. District Resource teachers will also be on campus on certain Wednesdays to help facilitate PLC meetings and collaborative planning.

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

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

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

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

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

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

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



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

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

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 124,000

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Clevenger, Marcia, [marcia.clevenger@osceolaschools.net](mailto:marcia.clevenger@osceolaschools.net)

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

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



**Strategy:** Extended School Day

**Minutes added to school year:** 1,200

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

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

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

Telemko, Frank, frank.telemko@osceolaschools.net

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

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

**Strategy: Summer Program**

**Minutes added to school year: 1,500**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

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

Clevenger, Marcia, [marcia.clevenger@osceolaschools.net](mailto:marcia.clevenger@osceolaschools.net)

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

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

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may 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.**

AVID coordinators visit feeder elementary schools to introduce the AVID program and provide information to teachers and students about the program. Students are also invited to attend the 6th Grade Orientation Program during the summer.

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

Administration and deans will visit elementary feeder schools to help with the choosing of the elective courses offered at NCMS. The administration introduced themselves and showed a power point that introduced students to many of the expectations and activities at the middle school level.

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

A district-scheduled 6th Grade Orientation Night is held in the spring so that students can visit the

middle school and learn about the different facets of being a middle school student. Students meet teachers and get to tour the campus to see the different areas in the middle school.

## **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

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

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

STEM-Project Lead the Way is an engineering program which introduces students to the principals and skills needed to pursue technical careers. The STEM program also offers an after-school club that is designed around inquiry and engineering through the use of Legos. This school year we have added a Culinary Arts elective class for students. This program will allow students to explore the culinary arts field and the many facets of a career in this area.

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

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## **II. Needs Assessment**

The school's completion of this 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 staff members engage in collaborative teams to ensure the delivery of rigorous, standards-based instruction, teaching to the depth of the standard, differentiating and monitoring learning gains and proficiency, then achievement for all students will increase.

## 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 staff members engage in collaborative teams to ensure the delivery of rigorous, standards-based instruction, teaching to the depth of the standard, differentiating and monitoring learning gains and proficiency, then achievement for all students will increase. 1a

G098551

### Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	59.0
FSA ELA Achievement - SWD	45.0
FSA ELA Achievement - ELL	55.0
FSA Mathematics Achievement	65.0
Math Lowest 25% Gains	60.0
FSA ELA Achievement - SWD	50.0
FSA Math Achievement - ELL	55.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	95.0
Statewide Science Assessment Achievement	95.0
Bio I EOC Pass	100.0
Civics EOC Pass	95.0
High School Readiness	88.0
School Grade - Percentage of Points Earned	600.0

### Targeted Barriers to Achieving the Goal 3

- Lack of clearly articulated discipline processes.
- Planning for engaging lessons, not utilizing strategies for authentic student-centered learning and monitoring for progress.
- Effective use of WIN time (What I Need)- intervention time

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

- Additional guidance counselors, additional deans, PBIS committee, school culture, intervention time (WIN-What I Need))
- WICOR strategies, Marzano teaching map, effective instructional strategies, PLC collaboration, sharing best practices
- Counselors working with the MTSS process, instructional coaches to help with intervention strategies

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

Administration will review school wide data from multiple sources and triangulate data

**Person Responsible**

Frank Telemko

**Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

i-Ready data, Achieve 3000 data, and district assessment data



## 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.** If all staff members engage in collaborative teams to ensure the delivery of rigorous, standards-based instruction, teaching to the depth of the standard, differentiating and monitoring learning gains and proficiency, then achievement for all students will increase. **1**

 **G098551**

**G1.B1** Lack of clearly articulated discipline processes. **2**

 **B265137**

**G1.B1.S1** Dean/grade level monthly meetings will be held to review discipline referrals and infractions. Deans will be looking for trends in behavior and solutions to issues. **4**

 **S281033**

### Strategy Rationale

Staff members will share concerns with grade-level deans and generate steps to help alleviate issues/concerns.

### Action Step 1 **5**

Dean/grade level monthly meetings

#### Person Responsible

David Stone

#### Schedule

Monthly, from 8/7/2017 to 5/24/2018

#### Evidence of Completion

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

Observation charts of students behavior on campus-transition and lunches

**Person Responsible**

David Stone

**Schedule**

Monthly, from 8/7/2017 to 5/24/3018

***Evidence of Completion***

Observation charts with data from transition times and lunches

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

Admin will monitor and disaggregate data

**Person Responsible**

David Stone

**Schedule**

Monthly, from 8/7/2017 to 5/24/2018

***Evidence of Completion***

Monthly Behavior MTSS Minutes, Observation and data charts for transition and lunch behaviors, FOCUS Data

**G1.B1.S2** Monthly discipline data chats for the review of trends and discussions of concerns or issues.

4

 S281034

**Strategy Rationale**

Deans will share discipline data on a monthly basis with the entire staff and discuss trends and possible solutions to solve concerns.

**Action Step 1** 5

Dean/grade level monthly meetings

**Person Responsible**

Frank Telemko

**Schedule**

Monthly, from 9/6/2017 to 5/24/2018

***Evidence of Completion***

Meeting agenda and minutes, data sheets with observation of student behavior tracking during transition and lunches

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

Monthly data charts created by deans, to be shared with grade levels to review trends and concerns.

**Person Responsible**

David Stone

**Schedule**

Monthly, from 9/6/2017 to 5/24/2018

***Evidence of Completion***

Observation chart with tracking of student behaviors during transition times and lunches.

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

Administration will review monthly data charts before presentation to grade levels, discussion of trends and concerns will be noted.

### Person Responsible

Frank Telemko

### Schedule

Weekly, from 9/6/2017 to 5/24/2018

### Evidence of Completion

Weekly Admin Team meetings and Assistant Principal meetings with deans

**G1.B1.S3** PBIS school-wide buy-in and fidelity of program. The PBIS team will develop strategies to promote the PBIS program and work on rewards and activities for students to participate in as they earn bear bucks. 4

 S281035

### Strategy Rationale

Teachers will utilize the use of bear bucks as rewards for following school-wide expectations. PBIS committee will support staff with ideas for rewards.

## Action Step 1 5

PBIS school-wide buy-in and fidelity

### Person Responsible

Michael Melvin

### Schedule

Monthly, from 8/7/2017 to 5/24/2018

### Evidence of Completion

PBIS Committee meeting attendance and agenda with meeting minutes.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

PBIS Committee meeting attendance, agenda, and meeting minutes with discussion points and concerns/solutions.

**Person Responsible**

Michael Melvin

**Schedule**

Monthly, from 9/6/2017 to 5/24/2018

***Evidence of Completion***

PBIS Committee meeting minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Review of data trends and implementation of PBIS Initiatives through tracking sheets, bear buck usage, and grade level data discussions.

**Person Responsible**

David Stone

**Schedule**

Monthly, from 8/7/2017 to 5/24/2018

***Evidence of Completion***

Data tracking charts and grade level data chat minutes, bear buck store usage, and PBIS committee minutes.

**G1.B1.S4** MTSS staff training by deans for MTSS discipline procedures will take place within the first quarter. Teachers will learn about the tracking process for MTSS behavioral Tier 2 and 3 students. 4

S281036

### Strategy Rationale

Teachers need to understand the processes and legalities of MTSS.

### Action Step 1 5

MTSS staff training by deans for MTSS discipline procedures

#### Person Responsible

David Stone

#### Schedule

On 10/20/2017

#### Evidence of Completion

Sign-in sheets, handouts, and evaluations

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

MTSS Behavior Process Training handouts

#### Person Responsible

David Stone

#### Schedule

On 10/20/2017

#### Evidence of Completion

Evaluation sheets from workshop and MTSS behavior tracking sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Deans will review behavior tracking sheets and discipline data

**Person Responsible**

David Stone

**Schedule**

Monthly, from 8/7/2017 to 5/24/2018

**Evidence of Completion**

Monthly tracking sheets, Focus discipline data, MTSS meeting minutes

**G1.B2** Planning for engaging lessons, not utilizing strategies for authentic student-centered learning and monitoring for progress. 2

 B265138

**G1.B2.S1** Teacher planning with Marzano Instructional Teacher Map. Teachers will utilize the Instructional Strategies section of the Teaching Map as they plan lessons within their PLC's, building on the rigor and strength of the standards-based lessons. 4

 S281037

**Strategy Rationale**

If teachers utilize the Teacher Map with fidelity, then they will teach to the depth of the standards and differentiate for students' needs.

**Action Step 1** 5

Marzano Instructional Map will be utilized as a planning tool during PLC sessions.

**Person Responsible**

Frank Telemko

**Schedule**

Weekly, from 8/7/2017 to 5/24/2018

**Evidence of Completion**

Monitor PLC meeting agendas and minutes and lesson plans



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

Participate in weekly PLC meetings.

**Person Responsible**

Marcia Clevenger

**Schedule**

Weekly, from 8/7/2017 to 5/24/2018

***Evidence of Completion***

Observation notes from PLC meetings, observations, common assessment data, school data, District Resource teachers.

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

Administration monitors the PLC and meets with subject area and department facilitators, conducts classroom walk throughs looking for instructional strategy usage.

**Person Responsible**

Frank Telemko

**Schedule**

Weekly, from 8/7/2017 to 5/24/2018

***Evidence of Completion***

Meeting minutes and lesson plans, observation notes from walk throughs

**G1.B2.S2** Professional Learning Community participation and effective use of the PLC time 4 S281038**Strategy Rationale**

If teachers participate in PLCs, then engaging lesson plans using high yield strategies from the teaching map and WICOR strategy use (Writing, Inquiry, Collaboration, Organization, and Reading) can be planned and common formative assessments can be developed.

**Action Step 1** 5

Monitor use of Instructional Strategy planning and common formative assessment development during PLC time. Monitor for the use of WICOR strategies. (Writing, Inquiry, Collaboration, Organization, and Reading)

**Person Responsible**

Frank Telemko

**Schedule**

Biweekly, from 8/7/2017 to 5/24/2018

**Evidence of Completion**

Lesson Plans, formative assessment data, CWT data, ELEOT

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

Monitoring instructional strategies for guided and facilitated learning. Teachers should be developing lessons using the high yield and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Monitor common formative assessment data.

**Person Responsible**

Frank Telemko

**Schedule**

Monthly, from 8/7/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans, formative assessment data

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

Monitoring of Marzano teaching map strategies and WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) used in lessons

### Person Responsible

Frank Telemko

### Schedule

Weekly, from 8/7/2017 to 5/24/2018


### Evidence of Completion

Lesson plans, teaching strategies (WICOR - Writing, Inquiry, Collaboration, Organization, and Reading)) and common formative assessments

## G1.B3 Effective use of WIN time (What I Need)- intervention time 2

 B265139

**G1.B3.S1** Intervention Time WIN (What I Need: WIN) Intervention and enrichment time will be utilized to remediate or enrich lessons for individual students or small groups of students. Formative assessment data and observations will give teachers the data they need to determine the instructional path for remediation or enrichment. 4

 S281039

### Strategy Rationale

If the WIN lessons are instructed with fidelity then teachers will meet the needs of all students.

## Action Step 1 5

Ensure the fidelity of WIN Intervention time

### Person Responsible

Frank Telemko

### Schedule

Weekly, from 8/7/2017 to 5/24/2018

### Evidence of Completion

MTSS academic groups, i-Ready data and daily instruction

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

WIN instruction will be monitored by CWT and PLC Minutes

**Person Responsible**

Frank Telemko

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Administration feedback and notes from CWT and PLC minutes review

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Fidelity of WIN lessons and appropriate use of WIN time

**Person Responsible**

Frank Telemko

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

ELOET data and CWT notes from observations during WIN time

**G1.B3.S2** Data chats will be held during WIN time to help students track their own progress and take ownership of their learning. 4

S281040

### Strategy Rationale

If data chats are conducted by teachers and students, then we will ensure data drives instruction and instruction based on the learning needs of every student.

### Action Step 1 5

Conduct weekly/ biweekly, and monthly data chats

#### Person Responsible

Frank Telemko

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Students folders with academic tracking charts, administrator/leadership team meeting minutes reviewing data

### Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Data chats with PLC team and administration will be conducted.

#### Person Responsible

Frank Telemko

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

School wide assessment data - i-Ready, Achieve 3000, district assessments, formative assessments

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Data Chat Notes and data disaggregation

**Person Responsible**

Frank Telemko

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018








***Evidence of Completion***

School-wide data and data chats

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S4.MA1 M410795	MTSS Behavior Process Training handouts	Stone, David	8/7/2017	Evaluation sheets from workshop and MTSS behavior tracking sheets	10/20/2017 one-time
G1.B1.S4.A1 A378895	MTSS staff training by deans for MTSS discipline procedures	Stone, David	8/7/2017	Sign-in sheets, handouts, and evaluations	10/20/2017 one-time
G1.MA1 M410804	Administration will review school wide data from multiple sources and triangulate data	Telemko, Frank	8/10/2017	i-Ready data, Achieve 3000 data, and district assessment data	5/24/2018 biweekly
G1.B1.S1.MA1 M410788	Admin will monitor and disaggregate data	Stone, David	8/7/2017	Monthly Behavior MTSS Minutes, Observation and data charts for transition and lunch behaviors, FOCUS Data	5/24/2018 monthly
G1.B1.S1.A1 A378892	Dean/grade level monthly meetings	Stone, David	8/7/2017		5/24/2018 monthly
G1.B2.S1.MA1 M410796	Administration monitors the PLC and meets with subject area and department facilitators, conducts...	Telemko, Frank	8/7/2017	Meeting minutes and lesson plans, observation notes from walk throughs	5/24/2018 weekly
G1.B2.S1.MA1 M410797	Participate in weekly PLC meetings.	Clevenger, Marcia	8/7/2017	Observation notes from PLC meetings, observations, common assessment data, school data, District Resource teachers.	5/24/2018 weekly
G1.B2.S1.A1 A378896	Marzano Instructional Map will be utilized as a planning tool during PLC sessions.	Telemko, Frank	8/7/2017	Monitor PLC meeting agendas and minutes and lesson plans	5/24/2018 weekly
G1.B3.S1.MA1 M410800	Fidelity of WIN lessons and appropriate use of WIN time	Telemko, Frank	8/10/2017	ELOET data and CWT notes from observations during WIN time	5/24/2018 weekly
G1.B3.S1.MA1 M410801	WIN instruction will be monitored by CWT and PLC Minutes	Telemko, Frank	8/10/2017	Administration feedback and notes from CWT and PLC minutes review	5/24/2018 weekly
G1.B3.S1.A1 A378898	Ensure the fidelity of WIN Intervention time	Telemko, Frank	8/7/2017	MTSS academic groups, i-Ready data and daily instruction	5/24/2018 weekly
G1.B1.S2.MA1 M410790	Administration will review monthly data charts before presentation to grade levels, discussion of...	Telemko, Frank	9/6/2017	Weekly Admin Team meetings and Assistant Principal meetings with deans	5/24/2018 weekly
G1.B1.S2.MA1 M410791	Monthly data charts created by deans, to be shared with grade levels to review trends and concerns.	Stone, David	9/6/2017	Observation chart with tracking of student behaviors during transition times and lunches.	5/24/2018 monthly
G1.B1.S2.A1 A378893	Dean/grade level monthly meetings	Telemko, Frank	9/6/2017	Meeting agenda and minutes, data sheets with observation of student behavior tracking during transition and lunches	5/24/2018 monthly
G1.B2.S2.MA1 M410798	Monitoring of Marzano teaching map strategies and WICOR strategies (Writing, Inquiry,...	Telemko, Frank	8/7/2017	Lesson plans, teaching strategies (WICOR - Writing, Inquiry, Collaboration, Organization, and Reading)) and common formative assessments	5/24/2018 weekly
G1.B2.S2.MA1 M410799	Monitoring instructional strategies for guided and facilitated learning. Teachers should be...	Telemko, Frank	8/7/2017	Lesson plans, formative assessment data	5/24/2018 monthly
G1.B2.S2.A1 A378897	Monitor use of Instructional Strategy planning and common formative assessment development during...	Telemko, Frank	8/7/2017	Lesson Plans, formative assessment data, CWT data, ELEOT	5/24/2018 biweekly
G1.B3.S2.MA1 M410802	Data Chat Notes and data disaggregation	Telemko, Frank	8/10/2017	School-wide data and data chats	5/24/2018 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1  M410803	Data chats with PLC team and administration will be conducted.	Telemko, Frank	8/10/2017	School wide assessment data - i-Ready, Achieve 3000, district assessments, formative assessments	5/24/2018 monthly
G1.B3.S2.A1  A378899	Conduct weekly/ biweekly, and monthly data chats	Telemko, Frank	8/10/2017	Students folders with academic tracking charts, administrator/leadership team meeting minutes reviewing data	5/24/2018 biweekly
G1.B1.S3.MA1  M410792	Review of data trends and implementation of PBIS Initiatives through tracking sheets, bear buck...	Stone, David	8/7/2017	Data tracking charts and grade level data chat minutes, bear buck store usage, and PBIS committee minutes.	5/24/2018 monthly
G1.B1.S3.MA1  M410793	PBIS Committee meeting attendance, agenda, and meeting minutes with discussion points and...	Melvin, Michael	9/6/2017	PBIS Committee meeting minutes	5/24/2018 monthly
G1.B1.S3.A1  A378894	PBIS school-wide buy-in and fidelity	Melvin, Michael	8/7/2017	PBIS Committee meeting attendance and agenda with meeting minutes.	5/24/2018 monthly
G1.B1.S4.MA1  M410794	Deans will review behavior tracking sheets and discipline data	Stone, David	8/7/2017	Monthly tracking sheets, Focus discipline data, MTSS meeting minutes	5/24/2018 monthly
G1.B1.S1.MA1  M410789	Observation charts of students behavior on campus-transition and lunches	Stone, David	8/7/2017	Observation charts with data from transition times and lunches	5/24/3018 monthly

## V. Professional Development Opportunities

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

**G1.** If all staff members engage in collaborative teams to ensure the delivery of rigorous, standards-based instruction, teaching to the depth of the standard, differentiating and monitoring learning gains and proficiency, then achievement for all students will increase.

**G1.B1** Lack of clearly articulated discipline processes.

**G1.B1.S4** MTSS staff training by deans for MTSS discipline procedures will take place within the first quarter. Teachers will learn about the tracking process for MTSS behavioral Tier 2 and 3 students.

### PD Opportunity 1

MTSS staff training by deans for MTSS discipline procedures

#### Facilitator

Marcia Clevenger, Assistant Principal and NCMS deans

#### Participants

NCMS faculty and staff

#### Schedule

On 10/20/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Dean/grade level monthly meetings	\$0.00
2	G1.B1.S2.A1	Dean/grade level monthly meetings	\$0.00
3	G1.B1.S3.A1	PBIS school-wide buy-in and fidelity	\$0.00
4	G1.B1.S4.A1	MTSS staff training by deans for MTSS discipline procedures	\$0.00
5	G1.B2.S1.A1	Marzano Instructional Map will be utilized as a planning tool during PLC sessions.	\$0.00
6	G1.B2.S2.A1	Monitor use of Instructional Strategy planning and common formative assessment development during PLC time. Monitor for the use of WICOR strategies. (Writing, Inquiry, Collaboration, Organization, and Reading)	\$0.00
7	G1.B3.S1.A1	Ensure the fidelity of WIN Intervention time	\$0.00
8	G1.B3.S2.A1	Conduct weekly/ biweekly, and monthly data chats	\$0.00
Total:			\$0.00