School District of Osceola County, FL

St. Cloud Middle School

2018-19 Schoolwide Improvement Plan

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St. Cloud Middle School

1975 S MICHIGAN AVE, St Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	67%

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	A	A*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Student Achievement is our #1 Priority.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Chiavini, Cindy	Principal
Hoffman, Nicole	School Counselor
Burda, Nicole	Assistant Principal
Leonard, Sherry	Dean
Clark, Kyle	Dean
Webb, Ashley	Dean
Metz, Dylan	School Counselor
Roop, Anastasia	School Counselor
Rousch, Amy	Assistant Principal
Nash, Karen	Instructional Coach
Carr, Jack	Dean
Johnson, Jeanette	Other
Morgan, Danielle	School Counselor
Freiermuth, Stephanie	Other

Duties

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

The SCMS Leadership team consists of:
1. Cindy Chiavini, Principal/administrator - in charge of financial, curricular, and instructional resources
2. Nicole Burda, Assistant Principal - in charge of curricular and instructional decisions
3. Amy Rousch, Assistant Principal - in charge of curricular and instructional decisions
4. Karen Nash, Instructional Coach - provides curricular intervention for reading, science, and social studies teachers and initiates reading group interventions
5. Stephanie Freiermuth, Testing Coordinator - provides progress monitoring data for district and state assessment
6. Sherry Leonard, Dean of Students- provides 6th-8th grade level discipline and EWS data

7. Jack Carr, Dean of Students - provides 6th-8th grade level discipline and EWS data

8. Kyle Clark, Dean of Students - provides 6th-8th grade level discipline and EWS data

9. Ashley Webb, Dean of Students - provides 6th-8th grade level discipline and EWS data

10. Jeanette Johnson, ESE Resource Compliance Specialist - provides ESE data

11. Nicole Hoffman, 8th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students

12. Danielle Morgan, MTSS Coach - data collection and analysis, Problem Solving Team Coordinator, liaison with district lead counselor and district MTSS Coordinator for interfacing district policy with MTSS/RtI school implementation.

13. Dylan Metz, 7th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students

14. Anastacia Roop, 6th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	58	69	67	0	0	0	0	194
One or more suspensions	0	0	0	0	0	0	22	84	84	0	0	0	0	190
Course failure in ELA or Math	0	0	0	0	0	0	0	9	4	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	116	118	139	0	0	0	0	373

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	41	74	75	0	0	0	0	190

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	62	73	64	0	0	0	0	199

Date this data was collected

Friday 8/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	0	0	0	0	0	0	65	66	76	0	0	0	0	207
One or more suspensions	0	0	0	0	0	0	80	87	78	0	0	0	0	245
Course failure in ELA or Math	0	0	0	0	0	0	3	8	12	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	91	113	111	0	0	0	0	315
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	65	66	76	0	0	0	0	207
One or more suspensions	0	0	0	0	0	0	80	87	78	0	0	0	0	245
Course failure in ELA or Math	0	0	0	0	0	0	3	8	12	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	91	113	111	0	0	0	0	315
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on the scores from the past 3 years, the FSSA Science scores showed the most decline in student success. In the 2016 assessment year student saw a 67% success rate on the assessment, in 2017 this number dropped to 62%, and in the most recent testing season the score continued to drop to 55%. When considering the subgroups that tested, we see a 9% decrease in success for both English language learners, students with disabilities, and white students. WIth a 4% decrease for hispanic students, and a 13% decrease for students that qualify for free and reduced lunch.

Which data component showed the greatest decline from prior year?

English language learners showed an 11% decrease in achievement on the Math FSA.

Which data component had the biggest gap when compared to the state average?

When considering the state averages in comparison to our school scores, we see the biggest difference in our lowest quartile students for the ELA FSA. According to the data, our lowest quartile students had a 44% achievement rate, while the state saw an overall success rate of 47%. This was the only data component that scored lower that the state.

Which data component showed the most improvement? Is this a trend?

8th Grade ELA Achievement rose from 49% in 2017 to 64% in 2018. When comparing this to previous years, the 2018 scores appear to have regained the numbers that were lost from the 2016 year when our student achievement level for 8th grade was 65%.

Describe the actions or changes that led to the improvement in this area.

When considering the reasons for the increase in student success at the 8th grade level, the most impactful aspect would be the rich, meaningful PLC engagement by all members of the 8th grade ELA/ Research group. Over the past few years, this PLC team has developed a successful PLC game plan that effectively utilizes the strengths of all members.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	58%	47%	53%	60%	50%	52%
ELA Learning Gains	59%	51%	54%	59%	53%	53%
ELA Lowest 25th Percentile	44%	42%	47%	46%	44%	45%
Math Achievement	62%	49%	58%	62%	45%	55%
Math Learning Gains	62%	55%	57%	65%	49%	55%
Math Lowest 25th Percentile	54%	52%	51%	56%	44%	47%
Science Achievement	55%	48%	52%	67%	47%	50%
Social Studies Achievement	80%	75%	72%	96%	81%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	58 (65)	69 (66)	67 (76)	194 (207)
One or more suspensions	22 (80)	84 (87)	84 (78)	190 (245)
Course failure in ELA or Math	0 (3)	9 (8)	4 (12)	13 (23)
Level 1 on statewide assessment	116 (91)	118 (113)	139 (111)	373 (315)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	52%	46%	6%	52%	0%
	2017	52%	47%	5%	52%	0%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	54%	46%	8%	51%	3%
	2017	55%	49%	6%	52%	3%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
08	2018	64%	52%	12%	58%	6%
	2017	49%	48%	1%	55%	-6%
Same Grade Comparison		15%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	54%	43%	11%	52%	2%
	2017	53%	41%	12%	51%	2%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	31%	29%	2%	54%	-23%
	2017	25%	28%	-3%	53%	-28%
Same Grade Comparison		6%				
Cohort Comparison		-22%				
08	2018	63%	43%	20%	45%	18%
	2017	60%	47%	13%	46%	14%
Same Grade Comparison		3%				
Cohort Comparison		38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	46%	42%	4%	50%	-4%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	68%	32%	65%	35%
2017	100%	69%	31%	63%	37%
Compare		0%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	79%	70%	9%	71%	8%
2017	83%	74%	9%	69%	14%
Compare		-4%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	89%	52%	37%	62%	27%
2017	90%	46%	44%	60%	30%
Compare		-1%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	97%	39%	58%	56%	41%
2017	96%	43%	53%	53%	43%
Compare		1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	37	33	23	44	42	11	38			
ELL	18	48	44	28	50	47	26	35			
ASN	70	60		75	60						
BLK	50	55	45	55	58	46	59	83	83		
HSP	54	56	42	55	58	53	47	75	70		
MUL	57	52		59	68		73	73			
WHT	62	62	46	68	66	58	61	83	74		
FRL	51	55	43	54	58	52	45	74	76		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	37	37	16	45	46	20	49			
ELL	20	45	45	39	49	42	35	73			
ASN	76	87		88	79						
BLK	50	47	25	42	61	59	54	81	87		
HSP	53	54	43	55	57	55	51	84	79		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	61	61		68	50						
WHT	58	53	42	63	59	57	70	85	85		
FRL	50	50	42	55	58	51	58	83	79		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	By working to provide high levels of literacy instruction for all students, we can ensure that all students receive the support and guidance necessary to be successful on all end of year assessments.
Intended Outcome	Goals for 2019 FSA ELA: ESE 25% (10% growth) ELL 25% (7% growth) Lowest Quartile Gains 50% (6% growth) Overall Gains 65% (6% growth) Overall Achievement 63% (5% growth)
Point Person	Karen Nash (karen.nash@osceolaschools.net)

Action Step	
Description	1. Adjustments to the master schedule will include an end of day remediation/enrichment period for teachers to address the needs of students in order to show mastery in essential standards. This period will also provide additional time for teachers to common plan strategies to address these areas of concern. 2. Support facilitation teachers will be immersed in specific teacher classrooms in order to address the needs of their individual students while also taking part in the lesson planning process. 3. Voluntary Professional Development: iReady Diagnostic Facilitator: Karen Nash Date: August 20th Audience: ELA, ILA, IR, Research, and Math Teachers Purpose: Educate teachers on how to utilize the iReady Diagnostic in order to identify areas of need within student groups. iReady Data Analysis Facilitator: Karen Nash Date: Sept 12th and Jan 23rd Audience: ELA, ILA, IR, Research, and Math Teachers Purpose: Provide teachers with the resources necessary to disaggregate iReady diagnostic data and identify areas of need among students. Core Connections Training Facilitator: Erin Ellis Date:Sept 5th, Oct 10th, and Oct 11th Audience: ELA, ILA, IR, and Research Teachers Purpose: Provide support in utilization of strategies and materials available through Core Connections. Gradecam Facilitator: Justin Seabolt Date: Oct 11th Audience: All Teachers

Purpose: Train teachers on the use of gradecam to drive instruction within the classroom and identify student concerns by standard.

Kagan Strategies
Facilitator: Annette Kaloo
Date: Oct 3rd and Feb 13th
Audience: All Teachers
Purpose: Introduce strategies for teachers to establish engaging, high yield lessons for student comprehension and growth.

Student Discourse Strategies
Facilitator: Nancy Bogaenko
Date: Nov 7th and Dec 5th
Audience: All Teachers
Purpose: Present strategies to create meaningful, academic discussions between students to ensure acquisition of course material.

AVID Strategies
Facilitator: Nancy Bogaenko
Date:Jan 16th and Mar 27th
Audience: All Teachers
Purpose: Introduce AVID strategies that create meaningful discussions among peers, including but not limited to: Socratic Seminars, Philosophical Chairs, One Pagers, and Interactive Notebooks.

Teenbiz
Facilitator: Jackie Daly
Date: Sept 19th
Audience: ELA, ILA, IR, Research Teachers
Purpose: Provide additional learning opportunities through Teenbiz to enhance student understanding of reading standards.

Student Escape Boxes
Facilitator: Karen Nash
Date: Oct 31st
Audience: All Teachers
Purpose: Train teachers on the use of Academic Escape Boxes to enrich student learning and comprehension of all course standards.

Academic Centers
Facilitator: Jack Carr
Date: Nov 14th and Mar 6th
Audience: All Teachers
Purpose: Uses and advantages of centers based teaching, providing teachers will immediate resources to implement centers within their classroom.

4. iReady Diagnostic Assessments will be conducted 3 times during the school year to support the identification of students that need additional support.

5. Teachers will work collaboratively with their colleagues to create common assessments based on their essential standards and use Gradecam to monitor the effectiveness of their lessons.

6. ILA and Research teachers will be provided weekly access to the laptop carts to complete iReady and Teenbiz.

7. ELA Teachers will utilize the Standards Mastery assessments from iReady to develop remediation/enrichment teams of students on essential standards.

Person Responsible   Karen Nash (karen.nash@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1. The Instructional Coach will work with PLC teams to analyze iReady scores and discuss concerns and areas of improvement with all stakeholders. The results of these discussions will be presented at the Stocktake meetings.

2. The Administrative team will meet with PLCs to discuss data trends from common assessments and action steps to improve student comprehension of essential standards.

3. School Stocktake Model will take place every month to report progress to the Principal in the Area of Focus.

Person Responsible   Amy Rousch (amy.rousch@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	By ensuring that all students receive on level, rigorous, and meaningful math instruction, we can bridge the gap in content knowledge and encourage continued growth in all math assessment areas.
Intended Outcome	Goals for 2019 FSA Math: Math Achievement 66% (4% growth) Math Gains 65% (3% growth) Lowest Quartile Gains 60% (6% growth) ELL Achievement 33% (5% growth) ESE Achievement 28% (5% growth)
Point Person	Stephanie Freiermuth (stephanie.freiermuth@osceolaschools.net)

Action Step	
Description	1. Adjustments to the master schedule will include an end of day remediation/enrichment period for teachers to address the needs of students in order to show mastery in essential standards. This period will also provide additional time for teachers to common plan strategies to address these areas of concern. 2. Support facilitation teachers will be immersed in specific teacher classrooms in order to address the needs of their individual students while also taking part in the lesson planning process. 3. Voluntary Professional Development: iReady Diagnostic Facilitator: Karen Nash Date: August 20th Audience: ELA, ILA, IR, Research, and Math Teachers Purpose: Educate teachers on how to utilize the iReady Diagnostic in order to identify areas of need within student groups. iReady Data Analysis Facilitator: Karen Nash Date: Sept 12th and Jan 23rd Audience: ELA, ILA, IR, Research, and Math Teachers Purpose: Provide teachers with the resources necessary to disaggregate iReady diagnostic data and identify areas of need among students. Gradecam Facilitator: Justin Seabolt Date: Oct 11th Audience: All Teachers Purpose: Train teachers on the use of gradecam to drive instruction within the classroom and identify student concerns by standard. Kagan Strategies Facilitator: Annette Kaloo Date: Oct 3rd and Feb 13th Audience: All Teachers

Purpose: Introduce strategies for teachers to establish engaging, high yield lessons for student comprehension and growth.

Student Discourse Strategies
Facilitator: Nancy Bogaenko
Date: Nov 7th and Dec 5th
Audience: All Teachers
Purpose: Present strategies to create meaningful, academic discussions between students to ensure acquisition of course material.

AVID Strategies
Facilitator: Nancy Bogaenko
Date:Jan 16th and Mar 27th
Audience: All Teachers
Purpose: Introduce AVID strategies that create meaningful discussions among peers, including but not limited to: Socratic Seminars, Philosophical Chairs, One Pagers, and Interactive Notebooks.

Student Escape Boxes
Facilitator: Karen Nash
Date: Oct 31st
Audience: All Teachers
Purpose: Train teachers on the use of Academic Escape Boxes to enrich student learning and comprehension of all course standards.

Academic Centers
Facilitator: Jack Carr
Date: Nov 14th and Mar 6th
Audience: All Teachers
Purpose: Uses and advantages of centers based teaching, providing teachers will immediate resources to implement centers within their classroom.

4. iReady Diagnostic Assessments will be conducted 3 times during the school year to support the identification of students that need additional support.

5. Teachers will work collaboratively with their colleagues to create common assessments based on their essential standards and use Gradecam to monitor the effectiveness of their lessons, providing additional support and remediation as needed.

6. Pre-Algebra course added to student schedules that went from a basic math course in the 7th grade into Algebra 1 due to FSA scores providing students with additional support in the subject area to ensure success on the Algebra 1 Exam.

7. Our ELL Task Force has identified ELL Math support as a specific focus for the current school year, working to provide strategies and opportunities for teachers to enrich ELL student learning in this core subject area. See section 4 for ELL Task Force specifics.

Person Responsible   Stephanie Freiermuth (stephanie.freiermuth@osceolaschools.net)

Plan to Monitor Effectiveness

Description   1. The Instructional Coach will work with PLC teams to analyze iReady scores and discuss concerns and areas of improvement with all stakeholders.

2. The Administrative team will meet with PLCs to discuss data trends from common assessments and action steps to improve student comprehension of essential standards.

3. School Stocktake Model will take place every month to report progress to the Principal on the Area of Focus.

Person Responsible   Amy Rousch (amy.rousch@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement.
Intended Outcome	Increase in Seven Stages Levels by 1 level or more from the beginning of the year to the end of the year. ESE 25% (10% growth) ELL 25% (7% growth) Lowest Quartile Gains 50% (6% growth) Overall Gains 65% (6% growth) Overall Achievement 63% (5% growth) Math Achievement 66% (4% growth) Math Gains 65% (3% growth) Lowest Quartile Gains 60% (6% growth) ELL Achievement 33% (5% growth) ESE Achievement 28% (5% growth) FSSA Science Achievement 65% (10% growth)
Point Person	Ashley Webb (ashley.webb@osceolaschools.net)
Action Step	
Description	1. School PLCs teams will meet each month during early release and on two individual planning periods a month for collaborative purposes. 2. Voluntary Professional Development: iReady Diagnostic Facilitator: Karen Nash Date: August 20th Audience: ELA, ILA, IR, Research, and Math Teachers Purpose: Educate teachers on how to utilize the iReady Diagnostic in order to identify areas of need within student groups. iReady Data Analysis Facilitator: Karen Nash Date: Sept 12th and Jan 23rd Audience: ELA, ILA, IR, Research, and Math Teachers Purpose: Provide teachers with the resources necessary to disaggregate iReady diagnostic data and identify areas of need among students. Core Connections Training Facilitator: Erin Ellis Date:Sept 5th, Oct 10th, and Oct 11th Audience: ELA, ILA, IR, and Research Teachers Purpose: Provide support in utilization of strategies and materials available through Core Connections.

Gradecam
Facilitator: Justin Seabolt
Date: Oct 11th
Audience: All Teachers
Purpose: Train teachers on the use of gradecam to drive instruction within the classroom and identify student concerns by standard.

Kagan Strategies
Facilitator: Annette Kaloo
Date: Oct 3rd and Feb 13th
Audience: All Teachers
Purpose: Introduce strategies for teachers to establish engaging, high yield lessons for student comprehension and growth.

Student Discourse Strategies
Facilitator: Nancy Bogaenko
Date: Nov 7th and Dec 5th
Audience: All Teachers
Purpose: Present strategies to create meaningful, academic discussions between students to ensure acquisition of course material.

AVID Strategies
Facilitator: Nancy Bogaenko
Date:Jan 16th and Mar 27th
Audience: All Teachers
Purpose: Introduce AVID strategies that create meaningful discussions among peers, including but not limited to: Socratic Seminars, Philosophical Chairs, One Pagers, and Interactive Notebooks.

Teenbiz
Facilitator: Jackie Daly
Date: Sept 19th
Audience: ELA, ILA, IR, Research Teachers
Purpose: Provide additional learning opportunities through Teenbiz to enhance student understanding of reading standards.

Student Escape Boxes
Facilitator: Karen Nash
Date: Oct 31st
Audience: All Teachers
Purpose: Train teachers on the use of Academic Escape Boxes to enrich student learning and comprehension of all course standards.

Academic Centers
Facilitator: Jack Carr
Date: Nov 14th and Mar 6th
Audience: All Teachers
Purpose: Uses and advantages of centers based teaching, providing teachers will immediate resources to implement centers within their classroom.

Teams Training

Facilitator: Scott Kauffman
Date: Oct 2nd
Audience: All Teachers
Purpose: Strengthen understanding of the use of Teams to encourage active collaborative processes and growth within the PLC Process.

3. Gradecam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual students needs.

4. Utilization of teams to provide a platform for PLC members to share ideas, data, assessments, and collaboratively plan rigorous instruction.

Person Responsible	Ashley Webb (ashley.webb@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1. Administration, PLC Lead, and the PLC Guiding Coalition will monitor all accountability area teams to ensure time is being used effectively and to evaluate the level of each PLC Team on a monthly basis.

2. PLC Seven States rubric will be used to measure Pre-Mid-End of school year progress of the PLC teams.

3. School Stocktake Model will take place every month to report progress to the Principal on the Area of Focus.

Person Responsible	Amy Rousch (amy.rousch@osceolaschools.net)

Activity #4	
Title	Ensure high levels of science achievement for all students.
Rationale	By providing meaningful, rigorous, standards-based instruction in science to all students, we can ensure that all student receive the necessary support and materials to be successful on the FSSA exam.
Intended Outcome	FSSA Science Achievement 65% (10% growth)
Point Person	Kyle Clark (kyle.clark@osceolaschools.net)

Action Step	
Description	1. Adjustments to the master schedule will include an end of day remediation/enrichment period for teachers to address the needs of students in order to show mastery in essential standards. This period will also provide additional time for teachers to common plan strategies to address these areas of concern. 2. Voluntary Professional Development: Gradecam Facilitator: Justin Seabolt Date: Oct 11th Audience: All Teachers Purpose: Train teachers on the use of gradecam to drive instruction within the classroom and identify student concerns by standard. Kagan Strategies Facilitator: Annette Kaloo Date: Oct 3rd and Feb 13th Audience: All Teachers Purpose: Introduce strategies for teachers to establish engaging, high yield lessons for student comprehension and growth. Student Discourse Strategies Facilitator: Nancy Bogaenko Date: Nov 7th and Dec 5th Audience: All Teachers Purpose: Present strategies to create meaningful, academic discussions between students to ensure acquisition of course material. AVID Strategies Facilitator: Nancy Bogaenko Date:Jan 16th and Mar 27th Audience: All Teachers Purpose: Introduce AVID strategies that create meaningful discussions among peers, including but not limited to: Socratic Seminars, Philosophical Chairs, One Pagers, and Interactive Notebooks. Student Escape Boxes Facilitator: Karen Nash Date: Oct 31st Audience: All Teachers

Purpose: Train teachers on the use of Academic Escape Boxes to enrich student learning and comprehension of all course standards.

Academic Centers
Facilitator: Jack Carr
Date: Nov 14th and Mar 6th
Audience: All Teachers
Purpose: Uses and advantages of centers based teaching, providing teachers will immediate resources to implement centers within their classroom.

3. Teachers will work collaboratively with their colleagues to create common assessments based on their essential standards and use Gradecam to monitor the effectiveness of their lessons, providing additional support and remediation as needed.

4. The Instructional Coach will support the Science PLCs by offering strategies to ensure rigor in standards-based instruction and assessments.

5. All levels of science courses will complete a minimum of 1 lab in each teaching unit. This will address the "Nature of Science" segment of the FSSA which has the lowest student achievement ratings for our school.

Person Responsible	Kyle Clark (kyle.clark@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. The Administrative team will meet with PLCs to discuss data trends from common assessments and action steps to improve student comprehension of essential standards. 2. School Stocktake Model will take place every month to report progress to the Principal in the Area of Focus.
Person Responsible	Amy Rousch (amy.rousch@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

parent conferences to keep parents informed of their child's academic progress.

The current ELL Task Force has identified parent involvement as a key component of ELL student success and plans to hold 2 parent nights where we will work to identify student needs for success, and parent needs to active involvement. The first night will be help in Novement 2018, targetting current needs for student success. The second night will be held in late January 2019 and will specifically focus on state assessments and what parents and students should expect. As the task force grows, we will work to add students into the decision making process, specifically identifying needs that they feel are important to their continued success and acclimation to Osceola County. Currently, our task force consists of 5 members, all with specific involvement in ELL education and support through core classes. It is our goal to incorporate more educators, parents, and students into this group as the year progresses.

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

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

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

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

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

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

The SCMS MTSS Problem Solving Team (PST) meets once each month and will identify, through dissaggregation of data and teacher input, students who require close monitoring and/or intervention to encourage behavioral and/or academic progress.

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

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

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school remediation groups, and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided.

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

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

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

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

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools.

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

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

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

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

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

Part V: Budget

Total:	$14,929.94