

School District of Osceola County, FL

St. Cloud Middle School



2019-20 Schoolwide Improvement Plan

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St. Cloud Middle School

1975 S MICHIGAN AVE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Christina Harrell

Start Date for this Principal: 4/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (61%) 2016-17: A (62%) 2015-16: A (65%) 2014-15: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	A

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Chiavini, Cindy	Principal	<ol style="list-style-type: none"> 1. Cindy Chiavini, Principal - in charge of financial, curricular, and instructional resources and decisions 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. Lonnie Kujawa, Instructional Coach - provides curricular intervention and provides progress monitoring data for district and state assessment 5. Kevin Fontaine, Instructional Coach - provides curricular intervention and provides progress monitoring data for district and state assessment 6. Brandon Knight, Dean of Students - provides 6th-8th grade level discipline and EWS data 7. Kyle Clark, Dean of Students - provides 6th-8th grade level discipline and EWS data 8. Ashley Webb, Dean of Students and Testing Coordinator - provides 6th-8th grade level discipline and EWS data. 9. Carrie Barley, ESE Resource Compliance Specialist - provides ESE data 10. Nicole Hoffman, 8th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students 11. Dylan Metz, 7th Grade Guidance Counselor, 504 & FIT Coordinator - provides focused support of students 12. Anastacia Roop, 6th Grade Guidance Counselor, 504 & FIT Coordinator and MTSS Coach- provides focused support of students and data collection and analysis, Problem Solving Team Coordinator, liaison with district lead counselor and district MTSS Coordinator for interfacing district policy with MTSS/Rtl school implementation.
Burda, Nicole	Assistant Principal	
Clark, Kyle	Dean	
Knight, Brandon	Dean	
Webb, Ashley	Dean	
Metz, Dylan	School Counselor	
Roop, Anastasia	School Counselor	
Rousch, Amy	Assistant Principal	
Howard, Lonnie	Instructional Coach	
Fontaine, Kevin	Instructional Coach	

Early Warning Systems

Current Year**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	420	415	393	0	0	0	0	1228	
Attendance below 90 percent	0	0	0	0	0	0	39	81	79	0	0	0	0	199	
One or more suspensions	0	0	0	0	0	0	0	1	5	0	0	0	0	6	
Course failure in ELA or Math	0	0	0	0	0	0	2	1	0	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	90	105	121	0	0	0	0	316	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	2	1	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	52	43	57	0	0	0	0	152	

FTE units allocated to school (total number of teacher units)

79

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	45%	54%	57%	48%	52%
ELA Learning Gains	52%	48%	54%	54%	51%	54%
ELA Lowest 25th Percentile	41%	42%	47%	42%	39%	44%
Math Achievement	63%	49%	58%	59%	48%	56%
Math Learning Gains	57%	51%	57%	59%	54%	57%
Math Lowest 25th Percentile	55%	47%	51%	56%	49%	50%
Science Achievement	62%	47%	51%	62%	51%	50%
Social Studies Achievement	80%	72%	72%	85%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	420 (0)	415 (0)	393 (0)	1228 (0)
Attendance below 90 percent	39 (58)	81 (69)	79 (67)	199 (194)
One or more suspensions	0 (22)	1 (84)	5 (84)	6 (190)
Course failure in ELA or Math	2 (0)	1 (9)	0 (4)	3 (13)
Level 1 on statewide assessment	90 (116)	105 (118)	121 (139)	316 (373)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	48%	6%	54%	0%
	2018	52%	46%	6%	52%	0%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	49%	47%	2%	52%	-3%
	2018	54%	46%	8%	51%	3%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				
08	2019	57%	49%	8%	56%	1%
	2018	64%	52%	12%	58%	6%
Same Grade Comparison		-7%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	45%	9%	55%	-1%
	2018	54%	43%	11%	52%	2%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	22%	30%	-8%	54%	-32%
	2018	31%	29%	2%	54%	-23%
Same Grade Comparison		-9%				
Cohort Comparison		-32%				
08	2019	63%	47%	16%	46%	17%
	2018	63%	43%	20%	45%	18%
Same Grade Comparison		0%				
Cohort Comparison		32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	56%	42%	14%	48%	8%
	2018	46%	42%	4%	50%	-4%
Same Grade Comparison		10%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	62%	36%	67%	31%
2018	100%	68%	32%	65%	35%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	73%	6%	71%	8%
2018	79%	70%	9%	71%	8%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	49%	44%	61%	32%
2018	89%	52%	37%	62%	27%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	44%	52%	57%	39%
2018	97%	39%	58%	56%	41%
Compare		-1%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	21	39	34	33	49	40	22	43	75		
ELL	36	45	40	43	56	47	28	61	59		
ASN	72	56		72	72						
BLK	52	49	57	57	53	37	43	83	88		
HSP	48	50	42	56	56	54	53	77	88		
MUL	51	45	20	59	46	55	76	83	80		
WHT	61	54	41	70	58	58	69	82	89		
FRL	46	49	42	56	53	49	48	74	80		

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		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall, ELA Lowest Quartile Achievement showed the lowest performance for the 2019 testing season. With an achievement percentage of just 41% showing proficiency, this is 1% lower than the district average, and 6% lower than the state average. If we look at the 2018 makeup of this category, we were 2% above the district average. Therefore, there is reason to believe that this is an historical trend that needs to be addressed. One possible factor could be that we have seen a high turnover rate in reading teachers, particularly at the 7th grade level. Another could be the lack of monitoring and proper identification by teachers of their students that fall in the lowest quartile.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The area of greatest concern and lowest performance would be ELA Gains overall, with a drastic decrease in gains for our 7th grade population. According to the data, Our ELA Gains have been on the decline for the past 4 years, with an overall decrease of 7 points. Specifically looking at 7th grade scores, we see a 6 point decline since the 2018 scoring period. This places our 7th grade scores below the state average for 2019. When considering the causes of this decline, it must be noted that teacher retention played a significant role in the lack of success with our 7th grade population. Our Intensive Reading 7th grade position was filled more than twice during the school year, and mid way through the year had to be collapsed due to lack of ability to fill the role. Teachers on campus absorbed these courses, but with less than have a year to prepare the students, they were unable to recover the teaching time that was lost. Furthermore, across all grade levels, it was noted that rigor and enrichment for our 3s, 4s, and 5s was lacking, which contributed to a decline in ELA Gains for our already proficient students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

As stated previously, the greatest gap would be the ELA Lowest Quartile Achievement. Contributing factors include, but are not limited to, teacher retention concerns, frequent student schedule change requirements, and lack of specific focus on students that fell within this category due to teacher inability to pull the information.

Which data component showed the most improvement? What new actions did your school take in this area?

There were two categories that showed improvement in the 2019 assessment year. The first would be our Science Achievement scores. In 2018 we saw a drop in Science scores from 62% to 55%, however, the 2019 scores show a rebound from this score back to a 62% pass rate. While this is

news to celebrate, our science scores are still down from the 2016 assessment year which saw a 67% pass rate. The second category of marked success would be acceleration. In 2018 we saw a decline in our acceleration score due to a miscommunication about CTE testing data and therefore our score dropped from a 83% to a 73% in 2018. The 2019 season saw an increase which exceeded the initial drop in score to a 88% acceleration score. Within both of these areas we monitored activities and decisions that would impact the testing environment, ensuring that students were receiving rigorous material and were provided the supports in order to be successful within the course.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two areas of concern that are most important to address in the 2019-2020 school year will be chronic absenteeism and course failure within ELA and Math. After reviewing the data for the 12019 assessment year, we noted that many of our students that failed to show gains or achieve passing scores on the assessments were also students with high absenteeism. Furthermore, we noted that several students who did not show success also had failing grades in essential tested courses, which correlated with their lack of success on the test.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Collaborative Processes through PLCs
2. ELA Gains and Achievement for all categories
3. Science Achievement
4. Math Gains and Achievement for all categories
5. Post Secondary Culture

Part III: Planning for Improvement

Areas of Focus:

#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.
State the measurable outcome the school plans to achieve	Goals for 2020 FSA ELA: ESE 23% (5% growth) ELL 10% (3% growth) Lowest Quartile 46% (5% growth) Overall Gains 61% (9% growth) Overall Achievement 60% (5% growth)
Person responsible for monitoring outcome	Karen Collette (collettek@osceola.k12.fl.us)
Evidence-based Strategy	Utilize, with fidelity, the district provided electronic resources (Achieve3000, Dibels, School City, CUPs) that have proven to increase student scores and abilities, monitoring growth and providing scaffolding when necessary to continue to support student achievement in literacy.
Rationale for Evidence-based Strategy	When used on a regular basis, Achieve3000 and Dibels have proven to be effective tools for continued student growth, providing resources and strategies that are on the students current lexile level. By requiring that a minimum of 2 articles a week be completed with a score of 75% or higher, we can expose students to continuous practice in literacy and monitor effectiveness. By using our CUPs and School City, we can ensure that guaranteed and viable curriculum is being utilized and also collect current data to continue progressing toward our school goals.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide the Reading Coach the flexibility to focus strictly on working with teachers to improve student achievement. 2. Provide training on Achieve3000, Dibels, utilization of CUPs, and School City to all school personnel. 3. Create a calendar for Laptop Cart utilization to ensure that all literacy teachers have access to the carts on a regular, rotating basis. 4. Monitor teacher and student utilization weekly with walk-throughs and report access, correcting situations that may jeopardize the intended outcome of our actions. 5. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 6. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. 7. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS. 8. Meet monthly with the leadership team to discuss trends and additional steps that may be needed. 9. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 10. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 11. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Lonnie Howard (lonnie.kujawa@osceolaschools.net)

#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.
State the measurable outcome the school plans to achieve	Goals for 2020 FSA Math: ESE 24% (3% growth) ELL 15% (5% growth) Lowest Quartile 60% (5% growth) Overall Gains 63% (6% growth) Overall Achievement 66% (3% growth)
Person responsible for monitoring outcome	Stephanie Freiermuth (stephanie.freiermuth@osceolaschools.net)
Evidence-based Strategy	Utilize, with fidelity, the district provided resources (Plickers, formative assessments, School City, CUPs) that have proven to increase student scores and abilities, monitoring growth and providing scaffolding when necessary to continue to support student achievement in math.
Rationale for Evidence-based Strategy	By ensuring that all teachers are utilizing the provided material from the district that has been proven to be effective and viable curriculum, and monitoring the progress of students through standard mastery, we can ensure that all students are receiving rigorous material that pushes them to excel within their math courses.
Action Step	
Description	<ol style="list-style-type: none"> 1. Establish a Math Coach position that will strictly focus on providing support, enrichment, intervention, and coaching needed by our instructors. 2. Provide training on Plickers, School City, and the utilization of CUPs to ensure that teachers have the necessary background knowledge about the programs to ensure student success. 3. Provide specific training to all teachers that targets best practices for ESE and ELL student success within their content areas. 4. Monitor teacher utilization and effectiveness with practices, providing redirection and encouragement to ensure continued student growth. 5. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 6. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. 7. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS. 8. Monitor data trends monthly and address areas of concern immediately to ensure continued success. 9. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 10. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 11. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

**Person
Responsible**

Kevin Fontaine (kevin.fontaine@osceolaschools.net)

#3	
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 students receive the necessary support and materials to be successful on the FSSA exam.
State the measurable outcome the school plans to achieve	Science Achievement 67% (5% growth)
Person responsible for monitoring outcome	Judith McDonald (judith.mcdonald@osceolaschools.net)
Evidence-based Strategy	Utilization of district provided resources that ensure depth of standards teaching and best practices are implemented, focusing on using the provided CUPs and resources including utilizing School City and district formative/summative assessments.
Rationale for Evidence-based Strategy	Utilizing these programs and tools will ensure a guaranteed and viable curriculum is provided for all students to be successful in science.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide training on the use of School City and training on how to utilize the CUPs and the resources embedded within them. 2. Monitor teacher usage of materials to ensure depth of standard and rigor is evident in all lessons. 3. Provide training on specific ELL and ESE strategies to utilize to ensure all levels of learners receive the same curriculum at the appropriate level. 4. Frequent classroom walkthroughs and monitoring to ensure rigor and proper pacing is occurring. 5. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 6. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. 7. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS. 8. Monthly meetings to disaggregate data and evaluate the effectiveness of strategies, adjusting them as necessary to ensure student success. 9. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 10. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 11. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

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

#4

Title Ensure a schoolwide post secondary culture for all students.

Rationale By bringing a school wide awareness to the post secondary opportunities that exist for all students on our campus, we can ensure that the necessary information and alternatives are provided for any student wishing to explore post secondary careers in the future.

State the measurable outcome the school plans to achieve

Acceleration 92% (4% growth)

Person responsible for monitoring outcome

Rachel Smith (rachel.smith@osceolaschools.net)

Evidence-based Strategy

Increased AVID awareness across campus with a monthly focus on post-secondary opportunities and avenues for student exposure.

Rationale for Evidence-based Strategy

By providing opportunities for students to explore post secondary opportunities that are available to them, we will give them more options and expose them to ideas that they may not know exists.

Action Step

Description

1. Monthly College Awareness and Spirit activity
2. Involvement in College Week in August.
3. 7th grade involvement in Career Surveys with guidance counselors.
4. Quarterly activities to engage student thinking about post secondary opportunities.
5. 8th Grade College and Career Fair presented by Junior Achievement in the spring 2020
6. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
8. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible

Nicole Burda (nicole.burda@osceolaschools.net)

#5	
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.
State the measurable outcome the school plans to achieve	7 Stages of PLCs- All core content areas at a Stage 5 by Dec 2019; remaining content areas at a Stage 5 by May 2020.
Person responsible for monitoring outcome	Ashley Webb (ashley.webb@osceolaschools.net)
Evidence-based Strategy	Continuous monitoring and support of all PLCs on campus with walk-throughs and embedded leadership members to provide support and guide each group on the proper path to rigorous student engagement and authentic evaluation of student data.
Rationale for Evidence-based Strategy	By being a constant piece of the conversation we can provide the supports needed to ensure that all members understand why the PLC process is pivotal for student success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teacher training on the expectations of a PLC. 2. Create a Forms document for teams to provide necessary information about their PLC locations and times, combining the data and issuing out a sheet to all leadership members. 3. Compile data on the PLC trends across the campus and monitor trends monthly through the Stocktake process. 4. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. <p>Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.</p> <ol style="list-style-type: none"> 5. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform. 6. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. 7. A PLC Guiding Coalition will be formed to oversee the process. 8. District formative assessments will be given every four and a half weeks in all accountability areas. 9. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020). 10. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 11. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year

progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.

12. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

13. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

14. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.

**Person
Responsible**

Ashley Webb (ashley.webb@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Through the Stocktake process we will discuss new and concerning trends and adjust our plans as necessary to ensure that all areas of schoolwide improvement are being addressed in a timely manner.

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 Schoolwide Improvement Plan 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.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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 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 strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

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.

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 all required programs.

Title III

In accordance with federal regulations and ESSA, limited English proficiency students are provided with the appropriate supports within their core academic courses.

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.

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

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

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

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

Through various avenues, SCMS works to raise college and career awareness among all students. Within in our AVID program we offer specific trips and opportunities for students to be exposed to career ideas and various colleges available to them within the state of Florida. Each month we raise awareness to colleges across the country through campus activities. Through our 7th and 8th grade classes we draw awareness to college and career opportunities though courses that our school counselors provide to all students within these grade levels. Finally, each spring we participate in the JA Aspire field trip which exposes all 8th graders to career and trade school opportunities that are available to them within the county.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.				\$1,608.02
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0272 - St. Cloud Middle School	General Fund		\$81.92
			<i>Notes: Reading Account</i>			
			0272 - St. Cloud Middle School			\$1,526.10

Notes: SAI Funds-Remediation and Enrichment						
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students.				\$1,776.10
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0272 - St. Cloud Middle School	General Fund		\$250.00
Notes: SAC Purchase of Intensive Math Diagnosis and Intervention System Booklets						
			0272 - St. Cloud Middle School	General Fund		\$1,526.10
Notes: SAI Funds-Remediation and Enrichment						
3	III.A.	Areas of Focus: Ensure high levels of science achievement for all students.				\$2,035.04
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0272 - St. Cloud Middle School	General Fund		\$508.94
Notes: Science Account						
			0272 - St. Cloud Middle School	General Fund		\$1,526.10
Notes: SAI Funds-Remediation and Enrichment						
4	III.A.	Areas of Focus: Ensure a schoolwide post secondary culture for all students.				\$3,891.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0272 - St. Cloud Middle School	General Fund		\$3,891.00
Notes: Professional Development Opportunities						
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				\$10,537.69
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0272 - St. Cloud Middle School	General Fund		\$10,537.69
Notes: SAC Funds for enrichment/remediation materials.						
Total:						\$19,847.85