2013-2014 SCHOOL IMPROVEMENT PLAN

St. Cloud Middle School
1975 S MICHIGAN AVE
St Cloud, FL 34769
407-891-3200
www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	59%

Alternative/ESE Center	Charter School	Minority Rate
No	No	43%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	B	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
St. Cloud Middle School

Principal
Cynthia Chiavini L

School Advisory Council chair
Tina Wybiral

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cindy Chiavini	Principal
Thomas Rademacher	Asst. Principal
Christina Harrell	LRS
Kim Piasecki	Reading Coach
Nicole Burda	Dean
Jonathan Zenzel	Dean
Chad Ansbaugh	Dean
Nicole Hoffman	Guidance Counselor
Kathy Helms	Guidance Counselor
Carrollyn Allen	RCS

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC is made of parents, SCMS staff, and parents. The position titles are president and secretary.

Involvement of the SAC in the development of the SIP

SAC approves the SIP plan.

Activities of the SAC for the upcoming school year

SAC will learn about the targets and goals set by the teachers, according to the previous school years data. Then, will work alongside teachers, staff, and administration to meet these targets and goals.

Projected use of school improvement funds, including the amount allocated to each project

There is $277 in school improvement funds from last year. There will be no additional funds allocated to SAC this year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Cynthia Chiavini L		
Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Educational Leadership, MA - Nova Southeastern Elementary Education, BA - University of Central Florida Certification: Ed. Leadership K-12, Elementary Ed., Math 5-9, Principal K-12
Performance Record	2007-2008, 2008-2009, 2009-2010, 2010-2011, "A" School, AYP not met; 2011-2012, 2012-13 "B" School, AYP not met

Thomas Rademacher		
Asst Principal	Years as Administrator: 2	Years at Current School: 6

Credentials	Educational Leadership, MA Business Administration, BA Certificaitons: Ed. Leadership k-12, Science 5-9
Performance Record	2011-2012, 2012-2013 - "B" school; AYP not met

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christina Harrell		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Other	
Credentials	Educational Leadership, MA - American College of Education History, BA - University of Central Florida Certifications: Ed. Leadership K-12, Elementary Ed., ESOL K-12	
Performance Record	No previous data as instructional coach Data for years at SCMS: 2007-2008, 2008-2009, 2009-2010; 2010- 2011 "A" School, AYP not met 2011-2012, 2012-13 "B" school, AYP not met	

Kim Piasecki		
Full-time / School-based	Years as Coach: 6	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	MED in Elementary Education (1-6) - University of Florida Reading Endorsement (K-12)	
Performance Record	2009-2010, 2010-2011 "A" school, AYP not met; 2011-2012, 2012-13 "B" school, AYP not met 2013 FCAT Data: % 3+ = 57% ; % Made Reading Gaines = 59% ; % of Lowest 25% Making Reading Gaines = 58% 2012 FCAT Data: % 3+ = 58% ; % Made Reading Gaines = 64% ; % of Lowest 25% Making Reading Gaines = 62%	

Classroom Teachers

# of classroom teachers

66

 # receiving effective rating or higher

66, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

62, 94%

 # ESOL endorsed

22, 33%

 # reading endorsed

15, 23%

 # with advanced degrees

26, 39%

 # National Board Certified

1, 2%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

22, 33%

 # with 6-14 years of experience

21, 32%

 # with 15 or more years of experience

20, 30%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

7

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal is responsible for teacher recruitment and retention. We have restructured our interview questions to reflect common core and collaborative planning among peers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each new person to the field of teaching receives a mentor in the same content area. First year teachers are also required to complete observations of their mentor and other teachers. In addition, we also have monthly Mentor/Mentee meetings to discuss their certification process, collaborate on common issues, and share new ideas.
All new teachers to the school receive a "friend" or "buddy" to answer school procedural questions. This year, all teachers will also complete teacher observations to help facilitate collaboration.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The SCMS MTSS Problem Solving Team (PST) meets the first Wednesday of 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 STAR program and PLATO 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The SCMS Leadership team consists of:
1. Cindy Chiavini, Principal/administrator - in charge of financial, curricular, and instructional resources
2. Thomas Rademacher, Assistant Principal - in charge of curricular and instructional decisions
3. Christina Harrell, Learning Resource Specialist/Testing Coordinator - provides teacher support and curricular intervention.
4. Kim Piasecki, Reading Coach - provides curricular intervention for reading teachers and call reading group intervention
5. Nicole Burda, 6th Grade Dean/Data Director - provides 6th grade level discipline data
6. Jonathan Zenzel, 7th Grade Dean - provides 7th grade level discipline data
7. Chad Ansbaugh, 8th Grade Dean - provides 8th grade level discipline data
8. Carrollyn Allen, ESE Resource Compliance Specialist - provides ESE data
9. Nicole Hoffman, Guidane Counselor, 504 & FIT Coordinator
10. Kathy Helms, Guidance Counselor/MTSS Coach - data collection and analysis, Problem Solving Team Coordinator, liason with district lead counselor and district MTSS Coordinator for interfacing district policy with MTSS/RtI school implementation.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Fidelity is monitored by administrator walk-throughs in classrooms, conduct teacher observations, and feedback provided by both. The Leadership team reviews data from TeenBiz, Rennaissance STAR program, and PLATO, for problem solving and decision making.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

TERMS, ODMS, Renaissance STAR, Data Director, and formative assessments are all used to collect data and assess student progress. Additional progress monitoring data is collected in some of our classrooms. Intensive reading classes use TeenBiz, Intensive math classes and Science classes use the PLATO Lab.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS/RtI coach will conduct a preplanning inservices for teachers to discuss the MTSS/RtI process and explain their role and participation in the Problem Solving/Response to Intervention process and the collection of data. Additional trainings by school district personnel will be attended by MTSS Leadership Team members throughout the school year. Three Pyramid Rubrics have been developed for reading, math, and behavior to illustrate for staff and parents the MTSS process for Tiers 1, 2, and 3.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 336,000

Our After School Program is set-up as 90 minutes (60 minutes of instruction/projects with a teacher; 30 minutes of tutoring) of acadmic time, and then 90 minutes of activity time, including but not limited to physical fitness, home economics, community development, health instruction, etc..
Academics are the key focus in the 21st Century program (SPIRIT). Academic core classes are researched-based and extend learning opportunities which are aligned with Common Core Standards. To increase student achievement, SPIRIT has incorporated Project Based Learning (PBL). These PBL activities are creative, hands-on, and engaging; are designed to foster a love of reading, science, and technology, engineering, and mathematics (STEM). In addition, SPIRIT is required to have a ratio of 15:1 student/staff, with staff being certified teachers holding a valid FDOE teaching certificate.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and Post Assessments
Quia Survey

Who is responsible for monitoring implementation of this strategy?

Jon Zenzel - Dean/Coordinator
Chris Thomson - Math Teacher/Coordinator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kim Piasecki	Reading Coach
Leonie O'Meally	Reading
Jayne Polachek	Reading
Brittany Atwell	Reading
Vivian Rhodes	Language Arts
Joy Durant	Language Arts
Tina Owens	Language Arts
Rachel Smith	Language Arts
Katrina Cunningham	Language Arts
Patricia Devlin	Language Arts
Chris Thomson	Math
Madeline Thomson	Science

Name	Title
Kim Miller	Science
Teresia Augustine	EBD
Julie Andrew	Reading
Britney Beard	AVID

How the school-based LLT functions

Members of the LLT meet weekly during PLC meetings. The role of this group is to disaggregate data, discuss interventions, review curriculum and devise strategies for improvement at SCMS.

Major initiatives of the LLT

The major initiatives are in successful Common Core, STAR and Teenbiz implementations. This will include professional development to all teachers on analyzing reports, core instruction, finding materials, and creating lesson plans.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At St. Cloud Middle, every student has Reading as one of their courses. There is a reading curriuculm that is followed, and all students use the TeenBiz program. On top of every student taking the reading course and using TeenBiz, all teachers, including PE, are incoporating non-fiction texts. Students analyze, discuss, and write about the reading. We are paying close attention to students pulling information from the text to support their answers.

To help our teachers become experts in using non-fiction text and reading strategies across the content, we are offering various workshops at the school, with District leads, and are reviewing reading strategies in weekly Professional Learning Communities (PLCs).

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

SCMS' Fine Arts program has also grown. We offer Band, Chorus, Orchestra, Drama, and Art. Students within these programs have the opportunity to not only compete, but also can use their experiences and knowledge to apply and attend the Osceola School for the Arts (OCSA). As of 2013, 99% of SCMS students that apply at OCSA have been accepted.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

SCMS vertically aligns student needs with our local high schools. We also provide high school credit coures at the middle school level.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	57%	No	69%
American Indian				
Asian	79%	74%	No	81%
Black/African American	60%	46%	No	64%
Hispanic	58%	46%	No	63%
White	69%	62%	No	72%
English language learners	34%	20%	No	41%
Students with disabilities	43%	19%	No	48%
Economically disadvantaged	60%	50%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	342	29%	40%
Students scoring at or above Achievement Level 4	206	17%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	696	59%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	171	58%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	38%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	31%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	337	81%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	53%	No	67%
American Indian				
Asian	90%	74%	No	91%
Black/African American	44%	40%	No	50%
Hispanic	60%	43%	No	64%
White	65%	58%	No	69%
English language learners	43%	22%	No	49%
Students with disabilities	46%	20%	No	51%
Economically disadvantaged	59%	45%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	298	28%	40%
Students scoring at or above Achievement Level 4	131	12%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	651	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	171	65%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	130	31%	50%
Middle school performance on high school EOC and industry certifications	129	99%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	43%	40%
Students scoring at or above Achievement Level 4	72	56%	60%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	27%	30%
Students scoring at or above Achievement Level 4	75	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1180		1149
Participation in STEM-related experiences provided for students	1180	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	244	21%	15%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	4	0%	0%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	292	25%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	343	29%	25%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

St. Cloud Middle School would like to see an increase in parent involvement at our school in the areas of parent/family nights and volunteering for events at the school day.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least two contacts will be made to each student's parent, whether by phone, in person, or email.	1180	100%	100%
More parents will volunteer for events at our school.	n/a	n/a%	25%
We will have an increase in parent participation in parent/family nights.	236	20%	30%

Area 10: Additional Targets

Additional targets for the school

St. Cloud Middle school will push students to their highest potential both academically and in the area of health and wellness.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
% of 7th Graders that score Satisfactory or Higher on Civics EOC	n/a	n/a%	50%
% of 8th Grade AVID students enrolled in Algebra I	8	20%	100%
% of PE students that will participate in physical activity each week.	n/a	n/a%	100%
% of students in the health course that will learn various strategies to promote life long health and wellness	n/a	n/a%	100%

Goals Summary

G1.   Increase student engagement and achievement through standards based instruction.

G2.   Increase use of data driven instructional decisions through the use of weekly structured teacher data team meetings.

Goals Detail

G1. Increase student engagement and achievement through standards based instruction.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- CTE

- Parental Involvement

- EWS

- EWS - Middle School

- Additional Targets

Resources Available to Support the Goal

- Professional Development/Professional Learning Communities - Common Core trainings being offered throughout the year to help teachers with transition and "unpacking" standards. PLCs being utilized for collaborative planning, common assessments, etc.

- Positive Behavior Support System - PBS being used to motivate students to behave and stay in class for more instructional time. PBS is also being revamped, so teachers do not have to track or complete paperwork for activities. This allows more focus on classroom instruction.

- Common Writing Strategy being used across campus.

- Complex texts being used in all content areas.

- Intensive Reading and Math courses being offered for all lower level students.

Targeted Barriers to Achieving the Goal

- Students may lack the motivation to stay engaged during lessons. This includes motivation to complete work and motivation to attend school.

- Time restraints may prevent teacher collaboration and sharing of new instructional strategies.

Plan to Monitor Progress Toward the Goal

Continued teacher feedback, reflecting on common lesson planning, and review of student academic grades and gains will help us gage if there is an increase in student engagement and achievement through teacher collaboration.

Person or Persons Responsible

Cindy Chiavini, Thomas Rademacher, Christina Harrell, Kim Piasecki & Nicole Burda

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Lesson plans, PLC notes, student testing data, failure lists, etc.

G2. Increase use of data driven instructional decisions through the use of weekly structured teacher data team meetings.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- CTE
- EWS
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal
- STAR/TeenBiz/PLATO Test Results
- Previous Years' FCAT Results
- Data Director & Classroom Test Results
- Standards based Common Assessments
- Professional Development based on analyzing and using Testing Data
- Common Plannings & Sharing Strategies
- Technology
- Professional Learning Communities (Weekly)

Targeted Barriers to Achieving the Goal
- Teachers need to collaborate to effectively implement data driven decision making. Teachers may not be able to collaborate frequently due to resistance to meet during planning periods.
- Faculty and staff may not know how to break down the data to make instructional decisions.

Plan to Monitor Progress Toward the Goal

During walk-throughs, observations and teacher conferencing administration will monitor the use of data to drive instruction. During PLCs, academic coaches will help facilitate discussions based on testing results and provide resources for the classroom. In addition, we will monitor professional development attendance for workshops based on using data to build classroom lessons. At the end of the school year, teachers will complete a survey on the effectiveness of using data to drive their instruction, and FCAT/EOC test results will be analyzed. We will be looking for an increase in student achievement.

Person or Persons Responsible

Cindy Chiavini, Thomas Rademacher, Christina Harrell, & Kim Piasecki

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Testing Results, Lesson Plans, PLC Minutes, Professional Development feedback, Teacher Survey Results, etc.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student engagement and achievement through standards based instruction.

G1.B1 Students may lack the motivation to stay engaged during lessons. This includes motivation to complete work and motivation to attend school.

G1.B1.S1 SCMS is implementing Grade Recovery at the end of 2nd quarter, and it will run throughout the entire school year. Grade recovery will require students to give up their lunch and complete all assignments from classes in which they failed for the quarter. We hope that more students will complete work and stay motivated to learn, because they do not want to give up their social time.

Action Step 1

Grade Recovery

Person or Persons Responsible

Nicole Burda

Target Dates or Schedule

Everyday at lunch starting at the beginning of 2nd quarter.

Evidence of Completion

Grade Recovery Rosters, Attendance, and Assignments

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

Attendance will be taken each day and completed assignments will be collected. Once all assignments are completed grades will be re-evaluated.

Person or Persons Responsible

Nicole Burda

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Recovery Rosters, Attendance, and Completed Assignments

Plan to Monitor Effectiveness of G1.B1.S1

We will monitor the number of students failing at the end of the second and third quarter. The goal is to see this number decline from one nine weeks to the next, because our students have become motivated to complete all assignments and work hard in class in order to not lose their social time at lunch.

Person or Persons Responsible

Nicole Burda, Thomas Rademacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Failure List

G1.B3 Time restraints may prevent teacher collaboration and sharing of new instructional strategies.

G1.B3.S1 Common planning for teachers by subject area and grade level.

Action Step 1

Create a school schedule that allows teachers to work together during common planning.

Person or Persons Responsible

Thomas Rademacher

Target Dates or Schedule

Summer 2013

Evidence of Completion

School Course Schedule

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

Weekly PLCs will provide opportunity for teachers to analyze data and lesson plan collaboratively.

Person or Persons Responsible

Thomas Rademacher & Christina Harrell

Target Dates or Schedule

Every Tuesday

Evidence of Completion

Attendance at PLCs.

Plan to Monitor Effectiveness of G1.B3.S1

Review progress monitoring testing data and grades to see if students are excelling academically, due to the increase in teacher collaboration time and increase in new strategies.

Person or Persons Responsible

Thomas Rademacher & Christina Harrell

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher attendance at PLCs, student test data and grades, etc.

G1.B3.S2 Monthly professional development that focuses on Common Core and technology use.

Action Step 1

Weekly Professional Learning Communities (PLCs) focused on common planning, "unpacking" standards, analyzing data, and instructional goals.

Person or Persons Responsible

Thomas Rademacher, Christina Harrell, Kim Piasecki

Target Dates or Schedule

Every Tuesday

Evidence of Completion

PLC Minutes/Agenda

Action Step 2

Common Core Trainings

Person or Persons Responsible

Christina Harrell, Kim Piasecki

Target Dates or Schedule

2nd Wednesday of each month

Evidence of Completion

Sign-in sheets, implementation of strategies in lesson plans

Facilitator:

Christina Harrell, Kim Piasecki, District Leads (Hudson, Davis, Torres, Politano, LaFontaine), and teachers at SCMS

Participants:

Entire Faculty

Action Step 3

Bring Your Own Device (BYOD) Level 1 Implementation Workshops

Person or Persons Responsible

Christina Harrell, Kim Piasecki

Target Dates or Schedule

4th Wednesday of each Month

Evidence of Completion

Sign-in sheets, Lesson plans with implementation of technology strategies

Facilitator:

Bill Wallace, Christina Harrell

Participants:

SCMS Faculty

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

Attendance will be taken at each workshop, training, and/or meeting. Administration will discuss new strategies being used in class, created common assessments, student groups being targeted, etc. with teachers for fidelity.

Person or Persons Responsible

Cindy Chiavini, Thomas Rademacher, Christina Harrell, Kim Piasecki

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in sheets and administration conferences

Plan to Monitor Effectiveness of G1.B3.S2

Analyze testing data to determine if strategies being used through the PLCs and workshops are effective.

Person or Persons Responsible

Cindy Chiavini, Thomas Rademacher

Target Dates or Schedule

Quarterly

Evidence of Completion

STAR Testing Data, TeenBiz Data, PLATO Data, Data Director Data, Teacher-Classroom Data, FCAT Data, EOC Data

G2. Increase use of data driven instructional decisions through the use of weekly structured teacher data team meetings.

G2.B1 Teachers need to collaborate to effectively implement data driven decision making. Teachers may not be able to collaborate frequently due to resistance to meet during planning periods.

G2.B1.S1 Ensure that teachers in the same subject area have common planning.

Action Step 1

Assistant Principal will build a school schedule that will allow teachers in the same department and grade level to have planning the same period. This will give teachers the option of meeting up to five days a week to plan together.

Person or Persons Responsible

Thomas Rademacher

Target Dates or Schedule

Summer 2013

Evidence of Completion

Master Schedule

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

Principal and Assistant Principal will checkin with teachers during their planning to ensure that collaboration is taking place, and help problem-solve should any issues arise with the common planning. Monitoring of common assessment and lesson plans will also take place.

Person or Persons Responsible

Cindy Chiavini & Thomas Rademacher

Target Dates or Schedule

Throughout the School Year

Evidence of Completion

Teacher Feedback, Observation Notes, Common Lesson Plans, etc.

Plan to Monitor Effectiveness of G2.B1.S1

During PLCs, provide testing data and check-in on use of the data to drive instruction. Conversations between teachers should include reflecting on the data for each benchmark and remediating and excellerating instruction where necessary.

Person or Persons Responsible

Thomas Rademacher, Christina Harrell, & Kim Piasecki

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Minutes and Lesson Plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Faculty and staff may not know how to break down the data to make instructional decisions.

G2.B2.S1 Provide professional development opportunities for analyzing and using data.

Action Step 1

Create and/or inform teachers of workshops that focus on using data to drive instruction.

Person or Persons Responsible

Christina Harrell

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Emails and workshop sign-in sheets

Facilitator:

Christina Harrell, Kim Piasecki, District instructors, Faculty members, etc.

Participants:

Faculty

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

Use workshop sign-in sheets and evaluation sheets for monitoring teacher participation. Principal receives emails when teachers sign-up for workshops.

Person or Persons Responsible

Cindy Chiavini & Christina Harrell

Target Dates or Schedule

Each time a professional development opportunity is provided.

Evidence of Completion

Sign-in sheets, emails with feedback, PLC Minutes decribing use of strategies learned in workshops, etc.

Plan to Monitor Effectiveness of G2.B2.S1

Lesson Plans, PLCs, and teacher collaboration, should reflect use of data. Teachers will be discussing student learning gains and remedial needs based on test results. Teachers will compare data once interventions have been put in place and students have been re-tested. There should be evidence of student gains based on the strategies used.

Person or Persons Responsible

Cindy Chiavini, Thomas Rademacher, Christina Harrell & Kim Piasecki

Target Dates or Schedule

Quarterly & End of School Year

Evidence of Completion

STAR, Data Director, TeenBiz, PLATO, FCAT & EOC results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Dual Enrollment students.
Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches
Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.
Title I Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.
Title II
Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation
Title X
To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.
Additional Information:
* Approved agencies will be used as needed for students . These agencies will be integrated in the school through the guidance department (grief groups, anger management groups, etc.)
* Instrument Repair funds will be used to repair band and orchestra equipment.
* Funds will also be used to support our school-wide Positive Behavior Support System (PBS). We purchase items for the school "store" through our coordinator.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student engagement and achievement through standards based instruction.

G1.B3 Time restraints may prevent teacher collaboration and sharing of new instructional strategies.

G1.B3.S2 Monthly professional development that focuses on Common Core and technology use.

PD Opportunity 1

Common Core Trainings

Facilitator

Christina Harrell, Kim Piasecki, District Leads (Hudson, Davis, Torres, Politano, LaFontaine), and teachers at SCMS

Participants

Entire Faculty

Target Dates or Schedule

2nd Wednesday of each month

Evidence of Completion

Sign-in sheets, implementation of strategies in lesson plans

PD Opportunity 2

Bring Your Own Device (BYOD) Level 1 Implementation Workshops

Facilitator

Bill Wallace, Christina Harrell

Participants

SCMS Faculty

Target Dates or Schedule

4th Wednesday of each Month

Evidence of Completion

Sign-in sheets, Lesson plans with implementation of technology strategies

G2. Increase use of data driven instructional decisions through the use of weekly structured teacher data team meetings.

G2.B2 Faculty and staff may not know how to break down the data to make instructional decisions.

G2.B2.S1 Provide professional development opportunities for analyzing and using data.

PD Opportunity 1

Create and/or inform teachers of workshops that focus on using data to drive instruction.

Facilitator

Christina Harrell, Kim Piasecki, District instructors, Faculty members, etc.

Participants

Faculty

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Emails and workshop sign-in sheets

Appendix 2: Budget to Support School Improvement Goals