

Narcoossee Middle School



2014-15 School Improvement Plan

Narcoossee Middle School

2700 N NARCOOSSEE RD, Saint Cloud, FL 34771

www.osceola.k12.fl.us

School Demographics**School Type**

Middle

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

49%

School Grades History**Year****2013-14****2012-13****2011-12****2010-11****Grade**

B

A

A

A

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Teachers start the school year utilizing various activities which encourage students to share, in a risk-free environment, allowing for classrooms to build community. The activities are continually built upon throughout the school year. Many faculty/student events are held during the school year, such as faculty/student basketball games, faculty/student dodge ball games, and student to faculty letters of appreciation.

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

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

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

Schoolwide PBS is implemented, clear expectations are modeled, communicated and posted for students to see. All faculty and staff are trained in using PBS. Additionally, ORBIT is utilized as a behavior monitoring system, faculty and staff are trained in how to use orbit to issue minor infractions, Deans monitor the system so that behavior can be handled proactively versus reactively.

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

Guidance counselor is available to students daily. Students are encouraged to seek assistance when needed, group session which focus on social skills, anger management, and coping skills are also

organized and held as needed. Additionally, all faculty and staff are available to students to discuss personal concerns. In a crisis situation the guidance counselor, leadership team and Sheriff's resource officer are equipped to ensure that the child is not in danger of being hurt or hurting themselves. Lastly, a licensed mental health counselor visits our school to consult with students who are in need of counseling services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90% or more than 18 days out of school.
More than 2 office discipline referrals
One or more suspensions
Failure of core academic classes
Level 1 or 2 score on statewide assessments

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Tier 2 support in classrooms
Tutor room
MTSS/RtI coordinator on site
Monthly data chats
PLC data sharing
All level 1 students who score below 10th percentile scheduled into double block of reading
Intensive math
Tier 3 pull out tutoring
Support facilitation at all grade levels
AVID strategies school wide
ORBIT behavior tracking system
Tier 2 behavior tracking sheets
Use of agenda
Ongoing progress monitoring

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Open house, Curriculum night, Bear Times newsletter and Monthly Academic Booster and SAC meetings, are all of the aforementioned events are used to foster relationships with families and are available to the entire community. Progress reports are distributed halfway through each quarter to notify parents of their child's progress in classes. The School Website is used to communicate important school events as well as provide parents and community members access to the School Improvement Plan and the Mission and Vision of the school.

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

The school works diligently to garner support from business partners and to build relationships with local businesses. For example local restaurants host weekly events; a percentage of the proceeds are then given back to the school. This encourages our students and community members to visit local business and additionally forms lasting partnerships with local businesses. Furthermore, the school allows numerous community organizations to utilize its facilities throughout the year thus making the school an integral part of the community. School programs such as band, chorus bring students to perform at local events. Additionally, AVID classes bring students to visit local colleges such as Valencia and UCF.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Telemko, Frank	Principal
Clevenger, Marcia	Assistant Principal
Steirer, Shelia	Instructional Coach
Bogaenko, Nancy	Dean
Sassic, Dustin	Dean
Osygian, Leigh	Instructional Coach
Joseph, Brian	Instructional Media
Ospina, Maria	Guidance Counselor
Stone, David	Assistant Principal

Duties

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

Mr. Frank Telemko, Principal - Data disaggregation, school-based leadership
 Mrs. Marsha Clevenger, Assistant Principal - Data disaggregation, school-based leadership
 Mr. David Stone, Assistant Principal - Data Disaggregation, school-based leadership
 Mr. Dustin Sassic, Dean - Behavioral data and develops appropriate interventions
 Mrs. Nancy Bogaenko, Dean - Behavioral data and develops appropriate interventions
 Mrs. Sheila Steirer, Literacy Coach - Provide instructional support, professional development
 Ms. Leigh Osygian, Resource Teacher - MTSS/RTI Coordinator
 Mr. Brian Joseph, Media Specialist - Provide materials and instructional support
 Mrs. Maria Ospina, Guidance Counselor

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

The Leadership Team (PST) meets weekly to address school wide and student needs. Individual student data is reviewed with areas of concern noted and a plan of support is put in place. School wide data is also reviewed and compared to the SIP goals to gauge progress. Supplemental Academic Instruction (SAI) money will be utilized to fund the Tutor room, Math Tutor Program, and additional instructional programs to assist in meeting the needs of our students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mr. Robert Hicks	Business/Community
Mr. Frank Telemko	Principal
Stephanie Hicks	Parent
Andria Jurgens	Teacher
Joe Mifsud	Teacher
Barbara Cox	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council continuously monitored the school's progress toward its learning goals. Additionally, the SAC provided the financial support for the activities that were academically focused and helped the school in working toward the learning goals that had been set.

Development of this school improvement plan

The School Advisory Council assisted in the identification of the critical areas in which the school should focus. Additionally they helped in the development of the 2014-2015 school improvement goals and targets.

Preparation of the school's annual budget and plan

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

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

Initial school improvement funds last year were \$1,413.98. The funds were used to pay for substitute teachers so that staff could attend professional development, which amounted to \$592.43, leaving \$821.55. In May 2014 an additional \$5458.85 was given to NCMS and rolled over to the current school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Telemko, Frank	Principal
Steirer, Shelia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Summer Reading "Million Minute Marathon"
Battle of the Books
Promotion of Sunshine State Books
Increase in Media Center collection
Author Visit
School-wide Literacy Night
Encourage Content Area reading in core classes and elective areas

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning is utilized so that PLC teams can meet at least weekly. Common lesson plans and common assessments are encouraged.
Principal incorporates time for positive praise between faculty and staff during faculty meetings.
Teachers are encouraged to participate in lesson study in order to cultivate relationships, improve teaching practices and increase student achievement.
Faculty and staff are encouraged to participate in committees so that they form strong working and personal relationships.

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

1. Rigorous recruiting standards: School Administration
2. Emphasis on staff culture and professional development: Entire faculty
3. Mentor program for first year teachers and new teachers to Osceola County School District: Kent King

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

Mr. Kent King is the Mentor Lead at Narcoossee Middle School. Each new teacher is paired with a veteran teacher based on an individual needs basis. Ongoing mentor/mentee Professional Learning Communities are utilized to share information and collaborate.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

New Language Arts Textbooks are correlated to the Florida standards.
New Reading Textbooks are correlated to Florida standards.
Continuous professional development is provided on standards based instruction.
Lesson development is completed through PLC and is aligned to the Florida standards.
Teachers are encouraged to work collaboratively and engage in lesson study to develop highly effective teaching practices.

Instructional Strategies

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

The STAR program provides data for school-wide progress monitoring. In addition to data, STAR provides us with instructional groupings and strategies for remediation and enrichment to meet the diverse needs of all students. Ongoing progress monitoring allows us identify the current needs of students and to develop appropriate Tier 2 and Tier 3 interventions for students who are not making adequate progress. In addition, the data is utilized to to develop instruction to challenge high achieving students. STAR data and PLC group data is utilized by ELA and Intensive Math teachers to design instructional practices to best meet the needs of all students. ELA and intensive math teachers are utilizing small group rotations to modify instruction tailored to the specific needs of all levels of students.

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

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

Strategy: Extended School Day

Minutes added to school year: 425

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Summer Program

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clevenger, Marcia, clevengm@osceola.k12.fl.us

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

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

Strategy: Summer Program

Minutes added to school year: 720

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

AVID coordinators visit feeder elementary schools to introduce the AVID program and provide information to teachers and students about the program.

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

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

A summer summer success program was offered to incoming 5th graders to help them transition to the middle school campus and expectations.

College and Career Readiness

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

AVID schoolwide

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

STEM-Project Lead the way is an engineering program which introduces students to the principals and skills needed to pursue technical careers.

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Implement rigorous math instructional practices and effective teaching strategies so that all students achieve learning gains.
- G2.** To build an environment which encourages collaboration and fosters the building of relationships through committee and planning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Implement rigorous math instructional practices and effective teaching strategies so that all students achieve learning gains. 1a

 G036969

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0

Resources Available to Support the Goal 2

- Master Schedule Common Planning/ PLC
- 3 Administrators
- Strong Leadership Team
- Support Facilitation
- Standards based instruction
- AVID strategies school wide
- Math intervention groups
- District resource teachers
- PBS

Targeted Barriers to Achieving the Goal 3

- Ineffective implementation best practices, improper usage of standards based instruction and pacing guides.
- Ineffective progress monitoring and utilization of data within PLC groups.

Plan to Monitor Progress Toward G1. 8

Students achievement data showing that students are making learning gains

Person Responsible

David Stone


Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of best practices being used and students making progress; results of STAR tests, data from common assessments, data from district tests.

G2. To build an environment which encourages collaboration and fosters the building of relationships through committee and planning. 1a

 G036970

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

Resources Available to Support the Goal 2

- Common planning for PLC
- Shared leadership through committee

Targeted Barriers to Achieving the Goal 3

- Teacher buy-in
- Ineffective use of PLC time and improper implementation of the PLC process.

Plan to Monitor Progress Toward G2. 8

Teacher sharing best practices discovered in through professional resources.

Person Responsible

David Stone

Schedule

Monthly, from 9/18/2014 to 6/5/2015

Evidence of Completion

PLC minutes and agendas, faculty meeting minutes and agendas.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Implement rigorous math instructional practices and effective teaching strategies so that all students achieve learning gains. 1

G036969

G1.B1 Ineffective implementation best practices, improper usage of standards based instruction and pacing guides. 2

B088692

G1.B1.S1 Professional development and utilization of district resource people. 4

S099310

Strategy Rationale

Ongoing professional development is critical to teachers reflecting on their instructional practices in order to improve their teaching and increase their student's achievement.

Action Step 1 5

Professional development and use of district resource personnel.

Person Responsible

David Stone

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Training agenda, Classroom walk-through "Look-For" evidence, PLC artifacts.

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

Effective use of high yield strategies in the classroom

Person Responsible

David Stone

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through reveals evidence of effective teaching practices, "look-fors" are evident during observations.

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

Classroom walk-through, monitoring of lesson plans, walk-through PLC meetings, student performance data on district progress monitoring assessments.

Person Responsible

Frank Telemko


Schedule

Monthly, from 8/25/2014 to 6/4/2015


Evidence of Completion

"Look-fors" checklist shows evidence of best practices being used during instruction

G1.B2 Ineffective progress monitoring and utilization of data within PLC groups. 2

 B097057

G1.B2.S1 Professional development demonstrating proper implementation of PLC. 4

 S108281

Strategy Rationale

When implemented with fidelity, The Professional Learning Community enables teachers to work collaboratively, create common assessments, share data and best practices.

Action Step 1 5

Grade level and subject area groups will establish norms and utilize PLC groups effectively, create common assessments, share data and develop engaging lessons.

Person Responsible

David Stone

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC minutes, PLC norms, monthly data chats, classroom walk-through shows evidence of common planning.

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

Each PLC group will be assigned an administrator who will monitor PLC meetings, evaluate PLC minutes and hold data chats with PLC groups.

Person Responsible

David Stone

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

PLC minutes, Lesson Plans, Data from common assessments, minutes from data chats

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

Monthly PLC data chats, review of PLC minutes, student performance on district assessments and STAR

Person Responsible

David Stone


Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from common assessments, data from STAR, data from district baseline and quarterly assessments.

G1.B2.S2 Professional development on effective use of data 4

 S108285

Strategy Rationale

Teachers must utilize data with fidelity in order to make decisions about instructional needs of their students.

Action Step 1 5

Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes.

Person Responsible

Shelia Steirer

Schedule

Every 6 Weeks, from 8/11/2014 to 6/5/2015

Evidence of Completion

Professional development sign in sheets and course surveys.

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

PLC meetings that include data chats.

Person Responsible

David Stone

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC agendas and minutes.

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

Leadership team will review lesson plans to check for implementation of strategies for increasing student achievement determined in PLC's based on current student data.

Person Responsible

Marcia Clevenger


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Lesson plans

G2. To build an environment which encourages collaboration and fosters the building of relationships through committee and planning. **1**

 G036970

G2.B1 Teacher buy-in **2**

 B088695

G2.B1.S1 Professional Development on effective use of PLC process. **4**

 S099314

Strategy Rationale

When teachers have an understanding of the power of the PLC process, in increasing student achievement and improving instructional practice, they will be able to utilize them with fidelity.

Action Step 1 **5**

PLC professional development

Person Responsible

Shelia Steirer

Schedule

Every 6 Weeks, from 8/11/2014 to 6/4/2015

Evidence of Completion

PLC minutes and artifacts, sign in sheets and agenda from PD

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

Leadership team members will attend PLC meetings and administration will review PLC minutes and artifacts.

Person Responsible

Shelia Steirer

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Meeting minutes, PLC agenda, PLC artifacts, Leadership Team meeting reviews

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

Results of data chats about student achievement on common and district assessments.

Person Responsible

David Stone


Schedule

Quarterly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Student growth on STAR test as well as proficient achievement on district assessments.

G2.B1.S2 Organizing and development of resources for teachers to understand high yield strategies and best practices. 4

 S099315

Strategy Rationale

Several new standards in curriculum, district mandates, state assessments, evaluation systems and school-wide initiatives that teachers must be familiar and comfortable with in order to implement with fidelity.

Action Step 1 5

Consolidation of textbook resources and enhancing the professional resource library.

Person Responsible

Dustin Sassic

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC resources housed in Professional Library for teacher use and textbook room consolidated for ease of gaining materials to help teachers meet PLC goals.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Utilization of district and school wide resources.

Person Responsible

Shelia Steirer

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Circulation check- out sheet from Professional Library and check-out roster from textbook room.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teacher talk during PLC group highlighting best practice strategies found from resources.

Person Responsible

David Stone


Schedule

On 6/5/2015

Evidence of Completion


PLC minutes, meeting agendas, faculty meeting agendas that include sharing of best practices.

G2.B2 Ineffective use of PLC time and improper implementation of the PLC process. 2

 B088696

G2.B2.S1 Present school-wide training on the Foundations of a PLC and the Seven Stages of a PLC. Present model PLC teams for teachers to observe and reflect on as their PLC teams continue to evolve.

4

 S099316

Strategy Rationale

Teachers need to see the value of a well-organized PLC team and the increase in student achievement that comes from a PLC team that functions with fidelity.

Action Step 1 5

Professional Development related to the 7 Stages of a PLC.

Person Responsible

Shelia Steirer

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Course surveys, PLC team reflection sheets.

Action Step 2 5

Workshops that demonstrate authentic PLC Teams in action.

Person Responsible

Frank Telemko

Schedule

Monthly, from 9/3/2014 to 12/17/2014

Evidence of Completion

agenda from workshop, reflection sheet and course surveys.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Analyze survey results and reflection sheets for specific staff needs.

Person Responsible

Shelia Steirer

Schedule

Quarterly, from 9/3/2014 to 6/5/2015

Evidence of Completion

survey results; list of PLC team needs and objectives for future Professional Development.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review the survey of team needs and PLC minutes.

Person Responsible

David Stone


Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

survey results, PLC artifacts that reflect professional development activities.

G2.B2.S2 PLC teams will understand how to use common assessment data to design standards-based instruction that meets the needs of their students. 4

 S099317

Strategy Rationale

PLC teams need to understand the importance of the wealth of data that can be gained through common assessments and how this data should determine the instructional practices used to increase student achievement.

Action Step 1 5

Conduct data chats during monthly PLC meetings.

Person Responsible

David Stone

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

PLC meeting agendas and PLC meeting minutes.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Review of data analysis of common and district assessments.

Person Responsible

David Stone

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

data analysis summary and action plan for remediation and enrichment.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Evidence of student learning gains gathered from district and common assessments.

Person Responsible

David Stone

Schedule

Quarterly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Student data results including STAR and district quarterly assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional development and use of district resource personnel.	Stone, David	8/25/2014	Training agenda, Classroom walk-through "Look-For" evidence, PLC artifacts.	6/5/2015 monthly
G2.B1.S1.A1	PLC professional development	Steirer, Shelia	8/11/2014	PLC minutes and artifacts, sign in sheets and agenda from PD	6/4/2015 every-6-weeks
G2.B1.S2.A1	Consolidation of textbook resources and enhancing the professional resource library.	Sassic, Dustin	8/18/2014	PLC resources housed in Professional Library for teacher use and textbook room consolidated for ease of gaining materials to help teachers meet PLC goals.	6/5/2015 semiannually
G2.B2.S1.A1	Professional Development related to the 7 Stages of a PLC.	Steirer, Shelia	10/1/2014	Course surveys, PLC team reflection sheets.	6/5/2015 quarterly
G2.B2.S2.A1	Conduct data chats during monthly PLC meetings.	Stone, David	9/3/2014	PLC meeting agendas and PLC meeting minutes.	6/5/2015 monthly
G1.B2.S1.A1	Grade level and subject area groups will establish norms and utilize PLC groups effectively, create common assessments, share data and develop engaging lessons.	Stone, David	8/18/2014	PLC minutes, PLC norms, monthly data chats, classroom walk-through shows evidence of common planning.	6/4/2015 weekly
G1.B2.S2.A1	Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes.	Steirer, Shelia	8/11/2014	Professional development sign in sheets and course surveys.	6/5/2015 every-6-weeks
G2.B2.S1.A2	Workshops that demonstrate authentic PLC Teams in action.	Telemko, Frank	9/3/2014	agenda from workshop, reflection sheet and course surveys.	12/17/2014 monthly
G1.MA1	Students achievement data showing that students are making learning gains	Stone, David	8/18/2014	Evidence of best practices being used and students making progress; results of STAR tests, data from common assessments, data from district tests.	6/4/2015 quarterly
G1.B1.S1.MA1	Classroom walk-through, monitoring of lesson plans, walk-through PLC meetings, student performance data on district progress monitoring assessments.	Telemko, Frank	8/25/2014	"Look-fors" checklist shows evidence of best practices being used during instruction	6/4/2015 monthly
G1.B1.S1.MA1	Effective use of high yield strategies in the classroom	Stone, David	8/18/2014	Classroom walk-through reveals evidence of effective teaching	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				practices, "look-fors" are evident during observations.	
G1.B2.S1.MA1	Monthly PLC data chats, review of PLC minutes, student performance on district assessments and STAR	Stone, David	8/25/2014	Data from common assessments, data from STAR, data from district baseline and quarterly assessments.	6/5/2015 monthly
G1.B2.S1.MA1	Each PLC group will be assigned an administrator who will monitor PLC meetings, evaluate PLC minutes and hold data chats with PLC groups.	Stone, David	8/25/2014	PLC minutes, Lesson Plans, Data from common assessments, minutes from data chats	6/4/2015 weekly
G1.B2.S2.MA1	Leadership team will review lesson plans to check for implementation of strategies for increasing student achievement determined in PLC's based on current student data.	Clevenger, Marcia	8/18/2014	Lesson plans	6/5/2015 monthly
G1.B2.S2.MA1	PLC meetings that include data chats.	Stone, David	8/11/2014	PLC agendas and minutes.	6/5/2015 monthly
G2.MA1	Teacher sharing best practices discovered in through professional resources.	Stone, David	9/18/2014	PLC minutes and agendas, faculty meeting minutes and agendas.	6/5/2015 monthly
G2.B1.S1.MA1	Results of data chats about student achievement on common and district assessments.	Stone, David	8/11/2014	Student growth on STAR test as well as proficient achievement on district assessments.	6/4/2015 quarterly
G2.B1.S1.MA1	Leadership team members will attend PLC meetings and administration will review PLC minutes and artifacts.	Steirer, Shelia	8/11/2014	Meeting minutes, PLC agenda, PLC artifacts, Leadership Team meeting reviews	6/4/2015 monthly
G2.B2.S1.MA1	Review the survey of team needs and PLC minutes.	Stone, David	9/3/2014	survey results, PLC artifacts that reflect professional development activities.	6/5/2015 monthly
G2.B2.S1.MA1	Analyze survey results and reflection sheets for specific staff needs.	Steirer, Shelia	9/3/2014	survey results; list of PLC team needs and objectives for future Professional Development.	6/5/2015 quarterly
G2.B1.S2.MA1	Teacher talk during PLC group highlighting best practice strategies found from resources.	Stone, David	8/11/2014	PLC minutes, meeting agendas, faculty meeting agendas that include sharing of best practices.	6/5/2015 one-time
G2.B1.S2.MA1	Utilization of district and school wide resources.	Steirer, Shelia	8/18/2014	Circulation check- out sheet from Professional Library and check-out roster from textbook room.	6/5/2015 monthly
G2.B2.S2.MA1	Evidence of student learning gains gathered from district and common assessments.	Stone, David	9/3/2014	Student data results including STAR and district quarterly assessments.	6/5/2015 quarterly
G2.B2.S2.MA1	Review of data analysis of common and district assessments.	Stone, David	9/3/2014	data analysis summary and action plan for remediation and enrichment.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement rigorous math instructional practices and effective teaching strategies so that all students achieve learning gains.

G1.B1 Ineffective implementation best practices, improper usage of standards based instruction and pacing guides.

G1.B1.S1 Professional development and utilization of district resource people.

PD Opportunity 1

Professional development and use of district resource personnel.

Facilitator

Various staff

Participants

Faculty and Staff

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Implement rigorous math instructional practices and effective teaching strategies so that all students achieve learning gains.	2,700
Goal 2: To build an environment which encourages collaboration and fosters the building of relationships through committee and planning.	0
Grand Total	2,700

Goal 1: Implement rigorous math instructional practices and effective teaching strategies so that all students achieve learning gains.

Description	Source	Total
B1.S1.A1 - Provide Saturday academic classes to spiral math and science curriculum	General Fund	1,500
B1.S1.A1 - Planning for ELA teachers, two days for 12 teachers. (PLC)	Other	1,200
Total Goal 1		2,700

Goal 2: To build an environment which encourages collaboration and fosters the building of relationships through committee and planning.

Description	Source	Total
B1.S1.A1		0
Total Goal 2		0