Chasco Middle School

2014-15 School Improvement Plan

Chasco Middle School

7702 RIDGE RD, Port Richey, FL 34668

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	No	34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan is pending approval by the Pasco 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
Focus	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Chasco Middle School is committed to providing a learner-focused community to ensure all students will reach their highest potential.

Provide the school's vision statement

Chasco Middle School's vision rests on our four "pillars of excellence" to promote achievement at the highest levels by valuing community, relationships, learning, and innovation. To accomplish our vision, we believe we must work to foster:
Community:
• Positive rapport with students;
Foster ongoing, unconditional positive regard;
• Collegial and collaborative relationships;
• Open, respectful, and transparent communication;
• Support for each individual as a unique and valued learner.
Relationships::
• A safe and caring environment;
• School as a resource for the entire community;
• An environment that responds to individual needs;
• Promote families as partners;
• A school where students are everyone's responsibilities;
• Celebrate success.
Learning:
• Continuous learning as an evolving process that focuses on growth and improvement;
• Critical thinking;
• Learner focused;
• Learning that is visible throughout the school;
• All learners receive quality learning experiences;
• Instruction that actively engages learners;
• Curriculum, instruction, and assessment are data driven and aligned.
Innovation:novation:
• Support risk takers and risk taking;
• Problem solving;
• Fostering engagement, motivation, and creativity;
• Visionary approach to teaching and learning.

School Environment

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

Chasco Middle School strives to build positive relationships between all stakeholders in the school community. To maximize a supportive learning environment that supports high standards and student achievement, it is critical to understand and value diversity within our community.
In an effort to meet these goals, CHMS has established a variety of protocols and processes that ensure that student needs are met with full consideration of their cultural backgrounds. CHMS first seeks to understand cultural needs of our students. We do this through building strong, mutually

respectful relationships between adults and students. Students are encouraged to express their cultural and social identities within the classroom and school environment. Students are also regularly surveyed to create a continuous input/feedback loop to determine the match between school issues and structures, and whether current practices are reflective of the diversity needs as perceived by the students.

Chasco Middle School utilized a common language to promote a positive and respectful environment. Our "4 Bolts for Success" promote 4 "P's" that for the foundation for how school staff and students are expected govern themselves. As Chargers we strive to be Polite, Prepared, Productive, and Proud. We are constantly engaged in a continuous process to create meaning for these expectations in the context of the unique set of cultural influences, values, and experiences that all members "bring to the table".

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

A foundational responsibility for all schools is to ensure the safety, care, and well-being of all students. CHMS operates under the assumption that students cannot learn at an optimal level until they feel physically, socially, and emotionally safe. Furthermore, students must feel that they are valued members of the learning community.

CHMS uses a multi-tiered approach to ensure students are safe, secure, and respected in the school environment. In addition, because we believe that students do not experience life in a vacuum, we have also included protocols to ensure support efforts address student needs during before and after school activities, well as students' arrival and departure form the school campus.

CHMS takes a strong position against bullying behavior. We utilize a variety of protocols, processes, and procedures to teach pro-social skills. In addition, we have communication protocols and action plans that help to ensure that students have access to remedies and quick responses.

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

CHMS implements a progressive, positive behavior support approach that is a collaborative (team-based), educative, proactive, and functional process to developing effective interventions for inappropriate behavior. We believe that behavior education and positive behavior support systems are not packaged programs with a prescribed set of scripts. There are critical components that comprise the entire process. The components are individualized to meet the specific needs of each school. Additionally, the components are always changing to meet the specific needs of the school (e.g., population changes, maintain interest, address multiple levels of inappropriate behavior, etc.). The team uses discipline and student engagement data to identify patterns and possible causes of inappropriate behavior. This information is then used to develop effective, tiered interventions to decrease inappropriate behavior and increase desired behavior across campus. The use of yearly, monthly, or more frequent data comparisons helps to prevent the same patterns of inappropriate behavior from reoccurring and assist the core team in adapting the school-wide behavior support plan.

Students in our schools come from many different backgrounds and cultures that view "behavior" differently; thus, we cannot assume that students know how to behave appropriately when at school. Furthermore, many of our students may make poor choices when confronted with a conflict. Consequently, we must teach our students how to behave at school to ensure that they do make better choices. A progressive, positive behavior support approach views inappropriate behavior in the same manner that problems in reading or math are viewed…as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms informing students and staff that appropriate behavior is a priority in school.

Our system is functional in that we take the position that students engage in inappropriate behavior to

obtain something they want (e.g., attention, getting out of an assignment, etc...); thus, it serves a purpose for them. A positive behavior support approach uses the function of the inappropriate behavior to identify an appropriate consequence and avoid rewarding the misbehavior. However, our system is progressive, in that interventions and supports are layered, with increasingly more intensive and individualized supports, based on whether students respond to previously delivered supports and services.

The critical features of our progressive, positive behavior support system at CHMS include:
• Discipline and engagement DATA are used to help track progress and identify areas to target for intervention
• CONSISTENT discipline referral PROCESSES & PROCEDURES exist throughout the school
• Use of school-wide EXPECTATIONS & RULES in specific settings to TEACH students appropriate behavior
• A REWARD SYSTEM to encourage appropriate behavior and EFFECTIVE CONSEQUENCES to discourage inappropriate behavior.

Finally, CHMS employs a variety of structures to support both the delivery of intervention services to students, as well as the professional development of teachers and school staff to understand and become active agents to become a integrated and responsive system.

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

CHMS uses a tiered support framework that seeks to ensure that the social emotional needs of all students are being met. Chasco Middle School has created a team of qualified professionals who regularly review relevant school-wide data, analyze that data to prioritize areas for improvement, hypothesize potential reasons for identified problem areas, including the identification of potential barriers, and implement evidence based strategies to design and implement interventions. This team includes, administration and student support service personnel (social worker, guidance counselors, drop-out prevention staff, a parent involvement coordinator, a school, psychologist, exceptional student education staff, and a behavior specialist).

An additional structure includes "Grade Level Problem Solving Teams at each grade level. These teams consist of grade level teachers and personnel who, with the guidance of administration and student support personnel, engage in a more focused, within grade level problem solving process, similar to above.

At the tiered one, school-wide level the following are some actions that are employed (but not limited to);
-classroom lessons related to decision-making and school adjustment,
-bullying recognition and prevention,
-teaching of aligned school-wide and classroom expectations and procedures at the beginning of the year, as well as at designated times through the year,
-the formation of a Student Leadership Advisory Council to ensure that the student perceptions are accounted for and that the students have "a voice" in identifying issues, barriers, and possible actions that can remove barriers to promote improved outcomes,
- a focus on positive relationships within the school environment.

At the tier two (targeted groups of students who demonstrate a need for supplemental supports and services) level, the following are some actions that are employed (but not limited to), in addition to tier one supports;
-peer-mediation programs and supports,
-counseling groups to address changing family conditions that may impact school life,
-engagement and attendance monitoring programs, that serve to identify students who may be in need of additional supports,
-A behavior education program that pairs at risk students with adult mentors, to monitor social-emotional and behavioral progress, providing positive feedback to improve relationships, and improve achievement outcomes,

-a student support response system to address "on the spot" issues and needs, with in class supports and problem-solving. This support structure seeks to support both students and teachers to resolve social-emotional issues in the environment that they occur, to build capacity in student response repertoire's and to ensure students remain in class for learning.

At the three level, individual students who have not demonstrated success with supports at the tier one and two levels are provided more intensive supports in a case management basis. These students are taken through a more intensive problem solving process that may include more formal procedures.

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

CHMS employs the following threshold criteria for initiating a problem-solving approach in an effort to align and deliver tiered supports and monitoring protocols;
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	33	38	55	126
One or more suspensions	12	30	46	88
Course failure in ELA or Math	29	49	33	111
Level 1 on statewide assessment	76	84	101	261

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	33	55	65	153

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

Through a multi-tiered approach, CHMS regularly monitors student academic performance data in an effort to respond to students who are not meeting expected performance outcomes. Again, a problem-solving approach is employed to analyze performance data in order to identify possible reasons why students are not being successful. The associated variables can be multi-faceted and complex, and potential intervention strategies are based on the hypothesized explanations that derive from the problem solving process, including an identification of likely barriers that may be impacting student performance outcomes. These intervention strategies are then placed with the tiered

framework, based upon a statistical analysis of the associated variables and barriers. In is important to note that individual students can receive supports at multiple levels with a tiered framework. Interventions are employed at the tier one level when less than 80-85% of students are demonstrating academic success. It is hypothesized that when less than 80-85% of students are not being successful, there are potential issues and barriers to with-in the core school-wide systems that need to be addressed. This can include (but are not limited to) issues related to core instructional practices (including planning and assessment), relevancy of learning opportunities, student engagement, and teacher-student relationships.

While tier one structures and systems are addressed, identified students are provided with supplemental and targeted tier two interventions based on the outcomes of the problem solving process. Interventions at the tier two level include, but are not limited to;
-supplemental instruction in reading, writing, and math for students failing to meet expected performance criteria,
-flexible scheduling,
-course recovery opportunities for students who show early signs of struggle with grade level curriculum outcomes,
-supplemental instruction in areas of deficiency through extended school day and extended school year programs,
-counseling and social skills instruction to address possible social-emotional and engagement variables that may be impacting academic performance,
-differentiation of instruction at the classroom level.

Finally, students who are exhibiting multiple risk factors and a demonstrated resistance to interventions at the tier one and two levels, are provided individualized supports at the tier three level.

In is important to note that student demographic data is analyzed to ensure that there is no disproportionate representation of a particular sub-group with in the school that is performing below expectations.

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?

Yes

PIP Link

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

Description

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

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
Huyck, David	Principal
Osmun, Tom	Assistant Principal
Fischer, Steven	Assistant Principal
Pontikos, Devan	Assistant Principal
Borsky, Robert	Instructional Technology
Card, Constance	Teacher, K-12
Carver, Kayleigh	Teacher, K-12
Chasney, Nelson	Teacher, K-12
Gillies, Theresa	Teacher, K-12
Hoskins, Gary	Teacher, K-12
Mallon, Kellie	Teacher, K-12
McCall, Maureen	Teacher, K-12
Medkiff, Melissa	Teacher, K-12
Norris, Timothy	Teacher, K-12
Pantoja, Lauren	Instructional Coach
Pigeon, Carol	Teacher, K-12
Rodriguez, Iris	Teacher, K-12
Spolarich, Kathleen	Teacher, K-12
Zizo, Nicholas	Teacher, K-12
Wiemer, Shaun	Teacher, Career/Technical
McCormick, Kelly	Guidance Counselor
Gobeli, Jennifer	Attendance/Social Work
Gray, Jamie	Psychologist

Duties

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

Professional Learning Community Facilitators Characteristics, Beliefs, and Skills
Beliefs
• All students and staff can learn
• Collaboration is the key to Professional Learning
• Decisions are best made with data
• Teams can learn and grow and will persevere
• Celebration of achievement in short term and long term
Key Characteristics
• Growth mindset (Acceptance that we don't have all the answers and that our growth will take time)
• Well respected, organized, and dependable
• Will support vision and mission of the school
• Acts and views themself as a professional educator
• Understanding alignment of curriculum both vertically and horizontally
• Understanding of how planning and problem solving naturally fit together (*see graphic)
• Understands that leadership is adaptive and responsive to the emotional and academic needs of the team

Actions
• Facilitating of planning and problem solving for teaching and learning
• Challenge the status quo ("I/we have always done it this way")
• Facilitators will receive yearlong PD (Reflection and Growth)
• Model and promote engaging and differentiated practices

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

Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
• Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
• Analysis of schoolwide and grade-level data in order to identify student achievement trends.
• Analysis of disaggregated data in order to identify trends and groups in need of intervention.
• Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
• Development of data review plans, supports, and calendars.
• Development of processes to ensure intervention fidelity
• Review of Progress Monitoring data.
• Planning for Interventions.
• Assessment of MTSS implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI).
• Assessment of school staff's skill development .
• Development of professional development/technical assistance plan to support MTSS implementation.
CHMS leaders serve as liasions between the leadership team and grade level and vertical content professional learning teams.

School Advisory Council (SAC)

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

Name	Stakeholder Group
David Huyck	Principal
Carol Pigeon	Teacher
Jeanne Harvey	Teacher
Jewel Wilkinson	Teacher
David Szymanski	Teacher
Brian Hession	Business/Community
Marissa White	Parent
Esteliz Gonzalez	Parent
Brenda Brown	Parent
Rachel Rose	Parent
Mckenzie White	Student

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

There are three main responsibilities of the School Advisory Council. These responsibilities include conducting meetings, taking part in the school improvement process, and developing a draft school improvement plan.
School Advisory Council members are involved in decisions regarding the:
· School's vision or mission.
· Development of the school improvement plan.
· Needs of the school.
· Strategies for improvement.
· Measuring results.
· Preparation and evaluation of the school improvement plan.
· Preparation of school's annual budget.
· Recruitment and retention of other SAC members.
· Use of SAC funds for SIP goals.
The first step in the school Improvement process is the evaluation of our previous school improvement plan. While we engaged in a process to use available school data points (attendance, benchmark assessments, survey data, etc), statewide assessment data results were not available at the time of the SIP review by the SAC.
In any case, the SAC engaged in an reflection of prior year expenditures designed to facilitate progress in identified focus areas, through a "Return on Investment" (ROI) analysis. This formed the basis by which to determine whether specific focus areas and related allocation of resources were justified for continued viability.

Development of this school improvement plan

School improvement is an ongoing process we use to ensure that all students achieve at high levels. An effective school improvement planning process allows Florida's public schools to develop a strategic and continuous plan that focuses on quality education and high levels of student achievement.
CHMS uses a district supported 7 step School Improvement Cycle.
The first step is to reflect back on the previous years SIP. Some guiding questions that we used to focus the reflection/discussion are:
How well did our school develop, implement, monitor, and evaluate our school improvement plan strategies?
Which goals were/not achieved?
Were strategies fully, partially or not implemented? Why?
Which strategies were effective/ineffective in achieving the goal? Why?
The second step is the Pre-Needs Assessment. In this step, the SAC determined who will be involved in the SIP planning process (e.g., administrators, teachers, parents, students, leadership team, SAC, SAC Liaison, etc.). Also, the SAC began to identify guiding questions and data sources (e.g., Needs Assessment Guiding Questions, FCAT, Pasco STAR, CORE K-12, Discipline Referrals, Staff Attendance, Attendance, etc.).
Our third step was to conduct a Needs Assessment. A Needs Assessment is simply a systematic process of asking questions, comparing answers, and making informed decisions about what to do next to improve school performance. Next, the CHMS SAC identified priorities and importance (what is most important to address). When the SAC identified the priorities, we Identified 2 or 3 Focus Areas that can be used to address the priorities. Once we identified our possible focus areas, we then outlined goals aligned to each Focus Area. When the SAC has identified Goals aligned to the Focus Areas, then they should Identify possible Strategies to help accomplish the Goal.

Guiding questions that were used to target focus areas included questions such as:
What key strategies can be used to get the best bang for our buck?
Which are strengths for our school?
Which are weaknesses for our school?
Are there practices that should be discontinued?
Are there practices that should be revised?
What 2 or 3 focus areas can be used as primary strategies to increase the potential of success in increasing student achievement (return on investment).

Preparation of the school's annual budget and plan

Based on an analysis of available data at the time of review, and ROI for the previous year, SAC reviewed prior year expenditures and used a systematic process to identify areas and resources that held promise continued growth. The SAC also made recommendations for areas and resources that have not produced the expected return on investment. These were targeted for termination or re-purposing.

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

2013-2014 Title 1 ROI Analysis:
1. Resource Allocation: ITC ELA
Cost:$69,000
The ITC for ELA position worked in terms of building our teachers capacity for intentional planning, scale development, and developing initial understanding with the Marzano framework. Student achievement data (DE, common assessments) suggest that teaching practices are still in a developmental place. Student data in the lowest quartile also suggest that more targeted supports be provided. This upcoming school year our ITC for ELA with become an ICT and also add 1 course period of instruction.
2. Resource Allocation: Instruction Trainer Coach for Math.
Cost: $66,000
The ITC for Math position worked in terms of initial building up of our teacher's capacity for intentional planning, scale development. Student achievement data (DE, common assessments) suggest that teaching practices are still in a developmental place. Student data in the lowest quartile also suggest that more targeted supports be provided. This upcoming school year our ITC for Math will become a resource allocation, blending coaching responsibilities with direct intervention to students. This will also include the addition of 2 periods of instruction.
3. Resource Allocation: Drop-Out Prevention Teacher.
Cost: $58, 420
The position of dropout prevention teacher is part of a multi year plan for supporting teachers understanding and abilities to support or student's social emotional goals in conjunction with academic goals. Our student referrals are down by 104 year over year. This position has supported our MTSS goals for Tiered supports for students and laid the foundation for our teachers to continue learning and implementing tiered supports. We will continue to fund this position to see through our plan.
4. Resource Allocation: Social Worker (Part-time)
Cost: $21,000
The position of social worker this year worked to enhance our school wide supports through an mtss structure. Student attendance on based on ADA remained relatively the same year over year. This next school year with other supports in place we will be funding our social worker for an additional .2 vs .4.
5. Resource Allocation: Behavior Specialist
Cost: $58, 420
The position of Behavior Specialist is part of a multi year plan for supporting teachers understanding

and abilities to support or student's social emotional goals in conjunction with academic goals. Data indicates that referrals are down by 100 year over year, and teachers are instituting more classroom interventions to support student need. This position has supported our MTSS goals for Tiered supports for students and laid the foundation for our teachers to continue learning and implementing tiered supports. However, this allocation will be reduced for the upcoming year as sufficient capacity has been reached within the MTSS team.

6. Resource Allocation: Substitutes and Stipends for Professional Development
Cost: $15,000

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

Duties

Describe how the LLT promotes literacy within the school

The LLT performs the following functions:
-Meets regularly,
-reviews and discusses literature regarding best practices,
-participates in school-wide walk throughs,
Major initiatives of the LLT
The LLT performs the following functions with a primary focus on literacy instruction for this year:
Meets regularly
reviews and discusses literature regarding best practices
participates in school-wide walk throughs
recommends best practices teaching activities
contributes to the School Improvement Plan

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

When teachers work in collaborative teams schools are more likely to see gains in student achievement, find higher quality solutions to problems, promote increased confidence among staff, create an environment in which teachers support one another's strengths and accommodate weaknesses, provide support for new
teachers, and provide all staff with access to an expanded pool of ideas, materials, and methods (Little, 1990). As such, CHMS promotes positive collaboration in planning for instruction (including standards analysis and the design of learning progressions and scales), the development of common assessment measures, as well as a review and analysis of those results, and problem solving the results of outcome data to inform further action.
A variety of specially designed structures have been implemented to support these efforts. In addition,

an investment in human capital has been made to provide ongoing coaching and support to teachers making the transition from isolated practices toward increase comfort and proficiency within the collaborative structure of PLC's.

CHMS has also implemented monitoring and feedback structures to create a communication/feedback loop to respond to teacher needs. Individual teacher "Growth Conferences", PLC group "Temperature Check" Conferences, and anonymous staff surveys are all used for this this purpose.

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

Regular meeting of new teachers with Principal - Principal
2. Partnering new teachers with veteran teachers - Assistant Principal
3. Seeking referrals from current employees - Principal
4. Encouraging current staff to continue Professional Development - Principal and Assistant Principal

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

All teachers new to the teaching profession, new to the District School Board of Pasco County, as well as those who are performing below expected levels, are assigned a qualified mentor. New teachers will be receiving support from a mentor with at least 10 years teaching experience within the state of Florida. The mentor has also participated and completed the Clinical Supervision Training . The mentor brings an expertise of knowledge and demonstrated best practices to be share with the new teacher.The mentor and mentee will meet bi monthly to discuss best practices and Common Core strategies.
In addition to the above rationale, Chasco Middle School seeks to orient and support new teachers including the following;
At the beginning of the year, the program includes:
-Introduction of faculty and staff.
-Tour of the school facility and local community.
-Review of history, achievements and demographics of the school and community.
-Overview of the school and district induction opportunities and plans.
- Introduction of the district's teacher assessment system: explanation, copy of the instruments, and timeline.
-Packet of pertinent information and forms including student/parent handbook, school improvement plan, student progression plan, calendar, map of school, faculty/staff directory, code of student conduct, and copy of teacher master contract.
-Orientation to the school policies and procedures explaining the school discipline plan, district/state curriculum expectations, continuous progress implementations, grading practices, lesson plan expectations, district reporting system, room arrangements, etc.
Other activities that are held throughout the year include:
-New Teacher Support Group Meetings, led by a mentor, mentor liaison or administrator, for the purpose of addressing current issues and new teacher needs. This group can be in lieu of other school-based committee assignments.
-Opportunities for teachers to observe other teachers within the school who are implementing district and school curriculum, instruction and assessment concepts.
-Opportunities to reward and recognize the accomplishments of teachers throughout the year

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

CHMS ensure's that it's core instructional programs and materials are aligned to Florida's standards through it's commitment to providing a guaranteed and viable curriculum for all students. CHMS Administration and instructional staff work collaboratively to
1. Ensure that:
- Standards, assessment, and instruction are aligned.
- Quality content based on standards, with a blend of teacher expertise.
-Our initial destination is the mastery of standards. How you get there is based on teacher knowledge and expertise with a balance of grade level collaboration so movement of students is fluid.
- Individual expertise - shows our own expertise in curriculum.
- Collective knowledge - share skills with one another.
- Standards-based always.
- Viable curriculum needs to be formative based on kids needs.
2. Teach the essential content:
- Guaranteed and viable curriculum guarantees equal opportunities for all students to learn. It is sticking to the curriculum/standards and assessing them, and collaborating with other teachers.
- This allows for continuity in the curriculum throughout the year.. It also provides an opportunity to identify students with additional needs. Due to unpacked standards we are better able to measure progress.
- Each student is different and has different needs.
- Collaboration is key to promoting the curriculum and learn new ideas from others.
- Is it viable? Do we really have adequate time to each all the essential content?
3. Ensure adequate time to learn:
- Content/standard focused.
- Adequate time to teach/learn.
- Fairness/equity accommodations for all learners.
- Collaborative planning.
- Timeline "on track"
- Eliminates obstacles (don't us safety drills as excuse.
- Aware of schedule would help / counseling sessions.
- Time management (work smarter not harder).
- Can we have more effective meetings or less meetings?
(SBIT, team plan, collaboration, PTC, faculty, leadership).
4. Conduct time audits:
- ensure adequate time to learn essential content.
- work collectively we make sure that all the students get the most out of the curriculum.
- We understand that there is not enough time to teach a curriculum. We need to make sure that we teach essential content.
- Ask the question: Is everyone getting the curriculum that I am delivering?
Chasco Middle school operationalizes it's commitment to a guaranteed and viable curriculum for all students
through it's dedication to the CHMS' Philosophy focused on:
1. A model/structure that supports:
•School improvement based upon measurable and common student outcomes to insure a guaranteed and viable curriculum for all students.
•CHMS Mission statement of instructional excellence by building the collective capacity of PLCs within our school.
•Professionals in a re-occurring cycle of planning, instruction and assessment.
•Professionals in sharing and exchanging instructional ideas and strategies to adjust instructional and assessment practice throughout the year to increase student performance.
2. Disciplinary Literacy. Students have acquired the background knowledge and demonstrated mastery of grade level standards to be prepared for the next level (Guaranteed and viable

curriculum).
3. Professional Learning Community Structure: Grade Level Content (GLC)and Vertical Level (VLC) Planning
•One Friday of the month is the Vertical Level collaboration (Same content, multiple grade levels).
•1X Week (Interdisciplinary): Literacy Strategies Review-based on Reading Decision Tree
•2nd – 4th Wednesday GLC meetings (Location determined by GLC – schedule provided to Administrator of GLC)
•Once every other month, GLC meets with Administrator (see calendar)-TBD
oGLC leads discussion from GLC Agenda
•Share one common assessment
•Share tracking of student progress on common assessment
•Connections to one of the literacy strategies
•Respond to common assessment data with next steps in planning, instruction and assessment
oTurn in to your Administrator (every other month)
4. GLC Expectations
-Meet at least 2X Monthly (Thursdays) to have reflective conversation about Standards, objectives, student performance to the standards and exchange ideas for future instruction
-Focus Calendar that outlines standards to be taught and assessed for the year, by quarter (can be the district curriculum map)
-Common Assessments determined by GLC to be used to share student mastery of standards throughout the year (at least one per month, to be discussed with your Administrator)
-Attend scheduled bi-monthly GLC meeting with Administration to share progress of GLC and data reflection

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

CHMS employs a problem-solving process that utilizes school-wide benchmark assessments, curriculum based common formative and summative assessments, as well as learning scales that describe what students should know, understand, and be able to do to achieve standard mastery. Learning opportunities are designed, aligned to learning scales that are sequenced to reflect a taxonomical progression from simple concepts and procedures to increasingly more complex concepts in order to met the target objectives and goals of the standard.
Students are regularly assessed regarding their performance, provided targeted formative feedback, and results are analyzed to inform planning of future instruction. Student performance results are used to identify scaffolded supports for students who are not performing as expected, as well as enrichment opportunities for students who are progressing beyond expectations. As part of this process, teachers are expected to design subsequent learning opportunities that to address the needs of targeted performance groups within the classroom.
School-wide support structures also support the need for supplemental academic supports for students who are demonstrating difficulty attaining proficiency.

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: 3,600

Academic Tier two supports for students to master math and literacy standards.

Strategy Rationale

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Osmun, Tom , tosmun@pasco.k12.fl.us

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

Common Assessments, Benchmark Assessments, and Early Warning System Data.

Strategy: Extended School Day

Minutes added to school year: 500

After school tutoring and enrichment. Students stay after school (on a voluntary basis) to receive educational support or work on enrichment activities in Math, Language Arts and Reading.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Pontikos, Devan, dpontikos@pasco.k12.fl.us

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

Data is collected by taking the attendance of students that are staying after school, tracking those students to see how many times they are attending, tracking the grades and progress of the students
attending.

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

Incoming middle school students benefit from a tightly aligned articulation process that is a collaborative effort among elementary feeder schools and CHMS.

Algebra I and Spanish for High School are both accelerated courses which allow students to earn credit towards graduation while in middle school.

Students are given multiple opportunities to participate in community service, through community service students gain comprehension of the symbiotic relationship of community, personal growth, education and individual success.

Technology and STEM education is a primary focus whereas the relationship between science, technology, engineering, and math is brought the forefront in the educational practices.

Career exploration is a requirement for all 8th grade students. In this process, students evaluate different career choices to determine which career would best fit their interests, desired lifestyle, and educational goals. During the evaluation of careers and required education process, the correlation between academic courses and careers is made apparent to the students. Once students have chosen a career, they create an education plan to pursue in high school and beyond i.e. college, trade/tech school, etc. Students create an individual high school schedule as well as a 10 year plan detailing specific and measurable goals they wish to achieve during high school and post-secondary training.

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

Throughout the year, student schedules are monitored and adjusted to find the proper zone of proximal development for individual learners. FCAT, Discovery Education Benchmark assessments, teacher recommendation, parental input, and grades are all relevant factors in determining student placement. Students are supported and encouraged to participate in our fine arts and CTE programs of their choice. We hope to provide a well rounded and balanced curriculum that supports student learning in all avenues, students are being prepared academically and behaviorally for the challenges and experiences of the real world.

Guidance Counselors meet with the students to discuss both their personal and educational ambitions. With the aide of guidance counselors and educators mentorship, students define their goals as well as to plan their academic courses matching their personal and careers expectations. Students evaluate different career choices to determine which career would best fit their interests, desired lifestyle, and educational goals. During the evaluation of careers and required education process, the correlation between academic courses and careers is made apparent and meaningful to the students. Once students have chosen a career, they create an education plan to pursue in high school and beyond i.e. college, trade/tech school, etc. Students evaluate high school courses to determine which courses they will need for their chosen
career. Students discuss with their teachers and guidance counselors which courses are recommended for their specific goals.

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

NA

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

NA

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

NA

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the end of the 2014-15 school year, average daily attendance for CHMS students will increase to 95% or higher.

G2.   The results of the 2013-2014 FCAT 2.0 Science Test indicate that 34% of the students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 16 percentage points to 50%.

G3.   The results of the 2013-2014 FCAT 2.0 Writing Test indicate that 39% of the students achieved Level 3.5 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 21 percentage points to 60%.

G4.   The results of the 2013-2014 FCAT 2.0 Math Test indicate that 36% of students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 25 percentage points to 61%.

G5.   The results of the 2013-2014 FCAT 2.0 Reading Test indicate that 46% of the students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 14 percentage points to 60%.

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. By the end of the 2014-15 school year, average daily attendance for CHMS students will increase to 95% or higher. `1a`

🔑 G047348

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90% Grade 06	95.0
Attendance Below 90% Grade 07	95.0
Attendance Below 90% Grade 08	95.0

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

G2. The results of the 2013-2014 FCAT 2.0 Science Test indicate that 34% of the students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 16 percentage points to 50%. `1a`

🔑 G047347

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

G3. The results of the 2013-2014 FCAT 2.0 Writing Test indicate that 39% of the students achieved Level 3.5 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 21 percentage points to 60%. `1a`

🔑 G047345

Targets Supported `1b`

Indicator	Annual Target
CELLA Writing Proficiency	

Resources Available to Support the Goal `2`

- PLC Resources
- Learning Scales and KUD Charts
- ICT Literacy Coach

Targeted Barriers to Achieving the Goal `3`

G4. The results of the 2013-2014 FCAT 2.0 Math Test indicate that 36% of students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 25 percentage points to 61%. 1a

Targets Supported 1b

G046620

Indicator	Annual Target
AMO Math - All Students	61.0
AMO Math - White	63.0
AMO Math - Hispanic	59.0
AMO Math - SWD	40.0
AMO Math - ELL	39.0
Math Gains	

Resources Available to Support the Goal 2

- Professional Learning Community (PLC) structures in place.

- Teachers beginning to plan collaboratively based on standards.

- Collaborative creation of learning scales that clarify learning targets.

- Common language for instruction

- Strategic scheduling

Targeted Barriers to Achieving the Goal 3

- PLC implementation at beginning stages.

- Beginning understanding of problem solving process to address poor achievement outcomes.

- Insufficient shared understanding of how to consistently implement instructional strategies

Plan to Monitor Progress Toward G4. 8

Common assessment data

Person Responsible
Nelson Chasney

Schedule
Monthly, from 9/1/2014 to 5/22/2015

Evidence of Completion
Progress toward standard mastery will be determined through growth and proficiency of learning goals and objectives using learning scales and performance on common assessments.

Plan to Monitor Progress Toward G4. `8`

    Person Responsible

    Schedule

    Evidence of Completion

G5. The results of the 2013-2014 FCAT 2.0 Reading Test indicate that 46% of the students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 14 percentage points to 60%. `1a`

🔑 G044837

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	66.0
AMO Reading - African American	53.0
AMO Reading - Hispanic	64.0
AMO Reading - SWD	46.0
AMO Reading - ELL	41.0
AMO Reading - White	68.0

Resources Available to Support the Goal `2`

- Lower class size

- Instructional Literacy Coach

- Teachers beginning to plan collaboratively based on standards.

- Professional Learning Community (PLC) structures in place.

- Collaborative creation of learning scales that clarify learning targets.

- Common language for instruction

- Strategic scheduling

Targeted Barriers to Achieving the Goal `3`

- PLC implementation at beginning stages.

- Beginning understanding of problem solving process to address poor achievement outcomes.

- Insufficient shared understanding of how to consistently implement instructional strategies

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

G4. The results of the 2013-2014 FCAT 2.0 Math Test indicate that 36% of students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 25 percentage points to 61%. 1

🔑 G046620

G4.B1 PLC implementation at beginning stages. 2

🔑 B115614

G4.B1.S1 Establish clear expectations for facilitators and coaches in support of PLC's 4

🔑 S127266

Strategy Rationale

Teachers will have an understanding of PLC systems and be able to implement planning and problem solving cycles with transfer into classroom instructional practice.

Action Step 1 5

Weekly GLC meetings with a focus on standards and Marzano 41 best practices.

Person Responsible

David Huyck

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Fidelity Checks through "Temperature Check" Conferences.

Person Responsible

Tom Osmun

Schedule

Every 6 Weeks, from 9/21/2014 to 5/22/2015

Evidence of Completion

PLC Team Responses to Targeted Interviews

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Fidelity Checks through Individual "Growth Conferences".

Person Responsible

Schedule

Every 2 Months, from 9/21/2014 to 5/22/2015

Evidence of Completion

Individual teachers responses to targeted progress monitoring interviews.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PLC Planning Artifacts

Person Responsible

Schedule

Weekly, from 9/21/2014 to 5/22/2015

Evidence of Completion

Planning artifacts; KUD's, learning scales, lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

    Person Responsible

    Schedule

    Evidence of Completion

G4.B1.S2 Provide Foundational (Tier 1) and differentiated PD for school coaches, facilitators and teachers with planning and problem for student learning. 4

S127267

    Strategy Rationale

Teachers will have an understanding of PLC systems and be able to implement planning and problem solving cycles with transfer into classroom instructional practice.

Action Step 1 5

    Person Responsible

    Schedule

    Evidence of Completion

G4.B2 Beginning understanding of problem solving process to address poor achievement outcomes. `2`

`B115615`

G4.B2.S1 Work with teachers in establishing a system to problem solve for students who are struggling with academic performance and approaching the need for course recovery `4`

`S127264`

Strategy Rationale

Have a clear common language of tiered supports along with a fully implemented Tiered support system for our students academic,behavior and attendance needs.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

G5. The results of the 2013-2014 FCAT 2.0 Reading Test indicate that 46% of the students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 14 percentage points to 60%. [1]

G044837

G5.B2 Beginning understanding of problem solving process to address poor achievement outcomes. [2]

B115650

G5.B2.S1 Work with teachers in establishing a system to problem solve for students who are struggling with academic performance and approaching the need for course recovery [4]

S127283

Strategy Rationale

Have a clear common language of tiered supports along with a fully implemented Tiered support system for our students academic,behavior and attendance needs.

Action Step 1 [5]

Person Responsible

Schedule

Evidence of Completion

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
G4.B1.S1.A1	Weekly GLC meetings with a focus on standards and Marzano 41 best practices.	Huyck, David	8/18/2014		5/22/2015 weekly
G4.B1.S2.A1	[no content entered]			one-time	
G4.B2.S1.A1	[no content entered]			one-time	
G5.B2.S1.A1	[no content entered]			one-time	
G4.MA1	Common assessment data	Chasney, Nelson	9/1/2014	Progress toward standard mastery will be determined through growth and proficiency of learning goals and objectives using learning scales and performance on common assessments.	5/22/2015 monthly
G4.MA2	[no content entered]			once	
G4.B1.S1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Fidelity Checks through "Temperature Check" Conferences.	Osmun, Tom	9/21/2014	PLC Team Responses to Targeted Interviews	5/22/2015 every-6-weeks
G4.B1.S1.MA2	Fidelity Checks through Individual "Growth Conferences".		9/21/2014	Individual teachers responses to targeted progress monitoring interviews.	5/22/2015 every-2-months
G4.B1.S1.MA3	PLC Planning Artifacts		9/21/2014	Planning artifacts; KUD's, learning scales, lesson plans.	5/22/2015 weekly

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 Opportuntities

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

G4. The results of the 2013-2014 FCAT 2.0 Math Test indicate that 36% of students achieved Level 3 or above proficiency. Our goal by the end of the the 2014-2015 school year is to increase level 3 or above student proficiency by 25 percentage points to 61%.

G4.B1 PLC implementation at beginning stages.

G4.B1.S1 Establish clear expectations for facilitators and coaches in support of PLC's

PD Opportunity 1

Weekly GLC meetings with a focus on standards and Marzano 41 best practices.

Facilitator

PLC Leadership Team

Participants

PLC Leadership Representatives

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**