

Kissimmee Middle School



2014-15 School Improvement Plan

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

89%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

D

C

B

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

Mission Statement: To inspire a passion for learning that builds student achievement

Provide the school's vision statement

KMS is a school where professionals collaborate and openly share data, assess and reassess essential standards until ALL kids get it, and we teach, reteach and reinforce PBS school wide and classroom expectations tied to the three pillars of Academics, Responsibility and Self-Control. At KMS, every kid is my kid!

School Environment

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

KMS welcomes students from many different backgrounds gives students multiple opportunities to learn about other cultures as well as to share their culture with others. Our faculty is diverse as well and strives to make students feel valued.

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

KMS is committed to PBS. All that we do is tied back to our three pillars of success which are Academics, Responsibility and Self Control. By setting expectations which are tied to these pillars in every area of school life, our students and teacher share a common language which creates a climate of understanding and mutual respect. Since students know what is expected of them and their peers, they feel respected and safe. We ensure that all students feel respected by making sure that appropriate behavior is reinforced and that expectations are retaught when they are not met.

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

PBS is our behavioral system at KMS. We have very clear expectations for student behavior and a way to reinforce positive behavior. Jaguars Achieve Greatness Using Academics, Responsibility, and Self Control is known by all teachers and staff. When a student does not meet our expectations then we reteach, but when they are meeting our expectations then they are rewarded. Our deans also have a menu of infractions which helps make sure that all discipline is consistent and fair.

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

Our school employees three full time counselors, a part time school psychologist and a part time social worker. Students have excellent access to these professionals and we refer students for their services based on their needs as they are assessed through MTSS.

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

In addition to the EWS listed here KMS also uses number of referrals ending in suspension, courses failed in a year, number of absences in the first 20 days, and number of tardy to school.

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 | 14 | 36 | 26 | 76 |
| One or more suspensions | 85 | 101 | 56 | 242 |
| Course failure in ELA or Math | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | |

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

Mentoring program, "Why Try" program, ELO tutoring, Early Truancy Intervention, lunch bunch.

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

Increase participation of parents in family activities and School Advisory Council.

Increase parents' participation in students' education.

Provide parents with resources to help their children at home.

Inform parents about academic standards their children are assessed in.

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 has a person designated to build partnerships with businesses outside of the school. We have several very involved partners who donate time and resources to the school. In addition, we have an agreement with the city of Kissimmee which allows for them to use our facility and in return, they help sponsor many of our initiatives.

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 |
|------|-------|
|------|-------|

Duties

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

Principal Gary Weeden is responsible for dis-aggregating data, identifying needs and strategies that address these needs, allocating resources efficiently, informing parents, and taking into account their input in the preparation of the SIP. He is also responsible for providing teachers with professional development that improves Tier 1 instruction and interventions, and monitoring implementation. Assistant Principal Eugenia Rolando is responsible for helping the principal in drafting the SIP and facilitating the communication between the principal and Spanish speaking parents. She is also responsible for monitoring instruction in Tier 1, actively participating in data analysis and the identification of students that need Tier 2 interventions.

Brenda Berube, MTSS Coordinator, is responsible for leading weekly meetings to discuss specific student and school-wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area's levels of success and need. The core team may be divided into subgroups based on areas of expertise. The subgroups meet as needed to clarify behavior/academic concerns, and frame problem-solving strategies matched with appropriate implement new interventions.

Guidance counselors, deans, social worker, school psychologist will focus on struggling students in need of behavior interventions and attendance issues.

Instructional coaches, and guidance counselors will focus on students struggling with academic interventions.

The whole MTSS team will address students in need of both social and academic interventions as well as work with ESE, and ESOL students that need specialized interventions.

The Intervention Assistance Team is comprised of the Principal, Assistant Principal, School Psychologist, 3 school Guidance Counselors, Reading Coach, Math Coach, Positive Behavior Support (PBS) Designee, ELL Compliance Specialist, Deans, Social Worker, and ESE RLS coordinator.

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

Every student receives MTSS services through Tier 1. The MTSS leadership team, consisting of the Assistant Principal, Counselors, Deans (and Grade Level Chair), School Psychologist, Speech and

Language Therapist, Reading Coach, Math/Science Coach, and MTSS Coordinator meet weekly to dis-aggregate data and identify students who need services in Tier 2 and Tier 3.

Reading: Students with a Level 1 score in the FCAT Reading are receiving Tier 2 intervention in a double block Intensive Language Arts class. Students with a Level 2 score in the FCAT Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.

Math: The team will gather data from different sources, namely FCAT scores (Lowest Quartile), Diagnostic and Screening Assessment (STAR), and grades in common assessments, to determine students who are not making adequate progress in Math and need interventions through Tier 2. These will take place in small group instruction, 3 times a week, during students' elective period.

Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors (Partners in Paws), and keeping Behavior Contracts.

Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed.

Communication between these grade level and content level teams occurs through academic coaches, grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator. In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

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

Title I Part D

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

Title II

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

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|---------|-------------------|
| 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

We went over last year's goals and took time to see how effective the plan was from last year. Data was presented to the SAC and it was agreed that we would build upon the foundation from last year's plan.

Development of this school improvement plan

For the first SAC meeting, Sandy Davenport and Yanelys Ballard, District Resource Administrators, came and explained to parents and staff the process through which we would develop the School Improvement Plan. Mr. Weeden presented the school data to parents and staff, and indicated the biggest areas of concern. Mr. Weeden then suggested focusing on 2 overarching goals: increasing writing across the curriculum, and increasing student engagement. Parents and staff agreed on these, and brainstormed strategies to address them, and possible barriers that may prevent their attainment.

Preparation of the school's annual budget and plan

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

So far funds have been allocated for the establishment of a Student Council.

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 |
|--------------------|---------------------|
| Duggar, Debi | Instructional Coach |
| Weeden, Gary | Principal |
| Bertram, Mackenzie | Assistant Principal |
| Godwin, Karen | Teacher, K-12 |
| Rolando, Eugenia | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

The LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Family Literacy Night, Book Clubs, and participation in Read Across America Day.

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

The school is very involved in the PLC process. Teachers have common planning time with other teachers who teach the same grade and subject area. They are encourage to share data and problem solve on a daily basis. Norms and SMART goals are established for each of these groups.

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

When recruiting, the Principal and Assistant Principal ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principal arrive at a decision together.

The questions asked during the interviews are tied to the 10 design questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn.

To retain highly qualified teachers, the Principal and Assistant Principal provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture.

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

Ms. Karen Godwin is in charge of the Teacher Mentoring Program for New Family Members. New faculty members were assigned a mentor who is highly qualified and highly effective, teaches the same subject and when possible the same grade level, and whose room is close in proximity.

Depending on new teachers' status, Ms. Godwin will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook.

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

Teachers follow pacing guides from the district office that follow the standards for that course. The standard being addressed is each lesson plan and teachers are writing common assessments with scales which are aligned to the standard.

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

Teachers in each PLC are using common assessments to test essential standards. After each common assessment, students who are not proficient in the standard are retaught and reassessed. If mastery has still not been demonstrated then the student is moved into the MTSS process.

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: Before School Program

Minutes added to school year: 10,200

JumpStart: Students in need of tutoring or homework help in core academic subjects are welcome to attend this program daily, before school, 7:30 am to 8:30 am.

Strategy Rationale

Students who would otherwise be waiting on the street for school to begin are given extra opportunities for learning growth.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Weeden, Gary, weedeng@osceola.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 student attendance and grades in core academic subjects. Effectiveness of the program will be determined by analyzing grades of students who attend the program at least 80% of the time (4 or 5 days a week).

Strategy: Extended School Day

Minutes added to school year: 150

ELO: Remediation/tutoring provided to students in the Lower Quartile in Math and Reading, in small group instruction, teacher-student rate 1:6, using standards-based materials. Tutoring takes place 2 times a week, before or after school, or during elective or double-block reading periods.

Strategy Rationale

Strategy Purpose(s)

""

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

Monthly STAR reports.

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

Counselors visit all feeder schools in the spring to tell students about the school. Vertical articulation is done at the district level to insure that standards are built upon from school to school.

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

KMS promotes academic and career planning through the Guidance Counselors. Students are asked to complete a survey with their preference in elective classes. Students pursuing a career in music are placed in basic or advanced courses. Eighth grade students take the Personal Development and Career preparation to become aware of the different fields they may want to pursue a career in. They also receive personalized orientation regarding what high school to attend and what courses to take based on their career interests.

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

KMS offers various elective classes that help students develop skills they need for their current classes, high school classes, college, and future careers.

Computer Application Business and Web Design: This course is designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management, and the Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and soft skills for business applications.

Business Keyboarding: In this course, students learn how to type correctly on a computer, the correct vocabulary for computer hardware and technology, Microsoft Word, Excel, and Power Point, and how to research topics using the internet. The above skills can be used in all subject areas. For example, a science project asks students to conduct research, type reports about the project, and print graphics for the project. In order to complete those tasks a student would need to know to use a computer. In World History students may have a report assigned to them that the teacher requests it to be typed. The students should know how to set the report up in MLA style. Many of the core subjects request the students to complete a Power Point presentation during the year. Students who take this class will learn how to use Power Point.

Computing for College and Career: This course has direct relevance to all subjects that 8th grade students are taking. Microsoft Word, Excel, and Power Point so that they are capable of correctly completing all projects, reports, papers using the computer. Students learn soft business skills that are needed for their future careers and other core subjects such as filing, correct word choice, prioritizing specific work, etc. The course includes a career unit which involves creating a resume developing interview skills, which enhance students' public speaking skills. Public speaking is a skill needed to present assignments for all classes.

Personal Development and Career Preparation: This course focuses on preparing students for responsibilities related to the workplace. Students develop self-awareness, career knowledge and exploration, employability skills, leadership, and lifelong learning skills. Students understand that preparing for the future requires knowledge and skills. There is a link between school and building foundational goals for the future. This is done through focusing on objectives that correlate transferable skills through academic training and a scope of family, school, and work concepts.

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

The AVID strategies for college readiness (WICOR) will be employed throughout campus. Students will receive instruction in the Cornell note-taking system, critical reading skills such as annotating and summarizing texts, and reflective writing. Along with these academic "hard" skills, students will also

practice organizational strategies through the implementation of one school-wide binder to house all subjects and agenda/planner use to improve time management. To improve the level of critical thinking and inquiry, students will participate in philosophical chairs and Socratic seminars.

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.** Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards.

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. Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards. **1a**

 G036914

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| AMO Reading - SWD | 50.0 |
| ELA/Reading Gains | 75.0 |
| AMO Reading - ELL | 45.0 |
| FSA - English Language Arts - Proficiency Rate | 25.0 |
| FSA - Mathematics - Proficiency Rate | 20.0 |
| FCAT 2.0 Science Proficiency | 25.0 |

Resources Available to Support the Goal **2**

- Marzano Research lab professional Development, Becoming a Reflective Teacher
- Vision from Admin
- Item Specs
- Depth of knowledge from support staff.
- Modeling Lessons from Math, Science, Social Studies, and Literacy Coaches. For example model classrooms and peer observations.
- Content knowledge
- Title money
- CPalms and Course Descriptions
- Common Planning
- Parents
- Students
- Positive Climate
- Teachers open to change
- Florida Achieves for Math and Science
- STAR for progress monitoring and instructional resource
- District PD from Resource Teachers

Targeted Barriers to Achieving the Goal **3**

- Common understanding of the full intent and rigor of the standards across faculty.
- Lack of consistent use of high yield strategies to deliver instruction.

Plan to Monitor Progress Toward G1. 8

Teachers' lessons, tasks and assessments are aligned to the full intent of the standards.

Person Responsible

Schedule

Evidence of Completion

Student performance data on common standards aligned assessments

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. Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards. **1**

 **G036914**

G1.B1 Common understanding of the full intent and rigor of the standards across faculty. **2**

 **B088502**

G1.B1.S1 Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standard. **4**

 **S099165**

Strategy Rationale

Action Step 1 **5**

PLC Leads will attend training with Tammy Heflebower on Learning Goals and Scales (DQ#1)

Person Responsible

Mackenzie Bertram

Schedule

On 7/29/2014

Evidence of Completion

Training agenda, sign in sheets, training template, sample of learning goals and scales

Action Step 2 5

Core content area PLC Leads/ Coaches (and Bertram) will facilitate collaborative teams in prioritizing standards, unpack essential standards, and creating scales for each unit of instruction.

Person Responsible

Mackenzie Bertram

Schedule

Monthly, from 7/30/2014 to 6/3/2015

Evidence of Completion

PLC agenda notes, lesson plans, completed template for PD, unpacked standard

Action Step 3 5

Teachers will identify all standards associated with their respective courses according to Cpalms, prioritize those standards using leverage, readiness, endurance, and assessment connection to unpack and develop proficiency scales. Additionally, teachers will craft a common assessment based on essential standards for their first unit of study.

Person Responsible

Mackenzie Bertram

Schedule

On 8/11/2014

Evidence of Completion

Proficiency scale for prioritized standard, common assessment

Action Step 4 5

In Common Planning Groups/ Collaborative Teams, teachers will create a common assessment that is aligned to the proficiency scale with about 70% of the questions at a level 3 and 20% at a level 2 and 10% at a level 4. PLCs will also agree on a common grading practice for the common assessment.

Person Responsible

Mackenzie Bertram

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

PLC agenda, common assessments, student grades

Action Step 5 5

Teachers will utilize the common assessments to craft engaging learning experiences and opportunities where students can practice and deepen their understanding of essential standards.

Person Responsible

Mackenzie Bertram

Schedule

On 10/8/2014

Evidence of Completion

Training and sign in and agendas

Action Step 6 5

Person Responsible

Schedule

Evidence of Completion

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

PD and coaching calendar, Provide feedback of lesson plans and PLCs, as well as observe instruction with standards based lessons.

Person Responsible

Schedule

Evidence of Completion

Professional Development calendar and iObservation feedback documentation

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

Classroom walkthroughs focusing on transference of planned lessons encompassing standards based instruction, tasks and assessments into lesson delivery


Person Responsible

Schedule


Evidence of Completion

Administrative classroom walkthrough feedback documentation

G1.B10 Lack of consistent use of high yield strategies to deliver instruction. 2

 B088511

G1.B10.S1 With support, teachers will deliver lessons, tasks, and assessments aligned to the full intent of the standard. 4

 S099166

Strategy Rationale

Action Step 1 5

Administration will identify targeted support for teachers

Person Responsible

Schedule

Evidence of Completion

Classroom walk-through documentation

Action Step 2 5

Create protocol for coaching cycle and coaching PLC to include documentation and process outline

Person Responsible

Schedule

Evidence of Completion

Coach's log and coaching cycle

Action Step 3 5

Create a calendar for professional development as needs identified by administration walkthroughs

Person Responsible

Schedule

Evidence of Completion

School-wide PD calendar

Action Step 4 5

Create agenda and attendance sheets for professional development meetings

Person Responsible

Schedule

Evidence of Completion

Agenda and sign in sheets

Action Step 5 5

Email detailing professional development to include agenda, topic, what teachers need to bring, what teachers will take away, what teachers are expected to complete afterward.

Person Responsible

Schedule

Evidence of Completion

Email documentation

Action Step 6 5

Deliver professional development to all teachers to address specific instructional strategies, including and not limited to:

Collaborative structures

Small-group instruction

Gradual Release

Reading and writing to learn

Marzano's identified highly effective instructional strategies

PLC

Person Responsible

Schedule

Evidence of Completion

PD materials

Action Step 7 5

Minutes with deliverables outlined from professional development

Person Responsible

Schedule

Evidence of Completion

PD minutes and deliverables

Action Step 8 5

Coaching calendars, logs, and feedback to build capacity in pedagogy

Person Responsible

Schedule

Evidence of Completion

Coaching calendars and logs

Action Step 9 5

Professional development on modeling math lessons highlighting accountable talk and mathematical practices.

Person Responsible

Schedule

Evidence of Completion

Professional development sign in, agenda, and minutes.

Action Step 10 5

ELA and ILA lesson study. ELA and ILA teachers will participate in a lesson study which is tied to standards based instruction and model that lesson to other teachers.

Person Responsible

Schedule

Evidence of Completion

Lesson plan, agenda and observation.

Action Step 11 5

All coaches model lessons for teacher to show how to change lesson to increase student engagement.

Person Responsible

Schedule

Evidence of Completion

Coaches log

Action Step 12 5

Lesson plans are previewed by coaches for reflection before submission to administration.

Person Responsible

Schedule

Evidence of Completion

Lesson plans

Action Step 13 5

Teachers modify CIM delivery based on test assessment results.

Person Responsible

Schedule

Evidence of Completion

New instructional calendars

Action Step 14 5

Conduct instructional rounds for specific look-fors

Person Responsible

Schedule

Evidence of Completion

Completed look for form.

Action Step 15 5

Use data analysis to facilitate common PLC planning and data chats with teachers.

Person Responsible

Schedule

Evidence of Completion

PLC agenda

Action Step 16 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Classroom implementation of designated professional development

Person Responsible

Schedule

Evidence of Completion

Classroom walk-through schedule and identified Look Fors based on targeted PD

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Progress tracking on standards based common assessments

Person Responsible

Schedule

Evidence of Completion

Results tracked on STAR Math/Reading assessments, Osceola Writes, science common assessments, and math 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 | PLC Leads will attend training with Tammy Heflebower on Learning Goals and Scales (DQ#1) | Bertram, Mackenzie | 7/29/2014 | Training agenda, sign in sheets, training template, sample of learning goals and scales | 7/29/2014 one-time |
| G1.B10.S1.A1 | Administration will identify targeted support for teachers | | Classroom walk-through documentation | once | |
| G1.B1.S1.A2 | Core content area PLC Leads/ Coaches (and Bertram) will facilitate collaborative teams in prioritizing standards, unpack essential standards, and creating scales for each unit of instruction. | Bertram, Mackenzie | 7/30/2014 | PLC agenda notes, lesson plans, completed template for PD, unpacked standard | 6/3/2015 monthly |
| G1.B10.S1.A2 | Create protocol for coaching cycle and coaching PLC to include documentation and process outline | | Coach's log and coaching cycle | once | |
| G1.B1.S1.A3 | Teachers will identify all standards associated with their respective courses according to Cpalms, prioritize | Bertram, Mackenzie | 8/11/2014 | Proficiency scale for prioritized standard, common assessment | 8/11/2014 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---------------|--|--------------------|--|--|--------------------|
| | those standards using leverage, readiness, endurance, and assessment connection to unpack and develop proficiency scales. Additionally, teachers will craft a common assessment based on essential standards for their first unit of study. | | | | |
| G1.B10.S1.A3 | Create a calendar for professional development as needs identified by administration walkthroughs | | School-wide PD calendar | once | |
| G1.B1.S1.A4 | In Common Planning Groups/ Collaborative Teams, teachers will create a common assessment that is aligned to the proficiency scale with about 70% of the questions at a level 3 and 20% at a level 2 and 10% at a level 4. PLCs will also agree on a common grading practice for the common assessment. | Bertram, Mackenzie | 8/11/2014 | PLC agenda, common assessments, student grades | 6/3/2015 weekly |
| G1.B10.S1.A4 | Create agenda and attendance sheets for professional development meetings | | Agenda and sign in sheets | once | |
| G1.B1.S1.A5 | Teachers will utilize the common assessments to craft engaging learning experiences and opportunities where students can practice and deepen their understanding of essential standards. | Bertram, Mackenzie | 10/8/2014 | Training and sign in and agendas | 10/8/2014 one-time |
| G1.B10.S1.A5 | Email detailing professional development to include agenda, topic, what teachers need to bring, what teachers will take away, what teachers are expected to complete afterward. | | Email documentation | once | |
| G1.B10.S1.A6 | Deliver professional development to all teachers to address specific instructional strategies, including and not limited to: Collaborative structures Small-group instruction Gradual Release Reading and writing to learn Marzano's identified highly effective instructional strategies PLC | | PD materials | once | |
| G1.B1.S1.A6 | [no content entered] | | | once | |
| G1.B10.S1.A7 | Minutes with deliverables outlined from professional development | | PD minutes and deliverables | once | |
| G1.B10.S1.A8 | Coaching calendars, logs, and feedback to build capacity in pedagogy | | Coaching calendars and logs | once | |
| G1.B10.S1.A9 | Professional development on modeling math lessons highlighting accountable talk and mathematical practices. | | Professional development sign in, agenda, and minutes. | once | |
| G1.B10.S1.A10 | ELA and ILA lesson study. ELA and ILA teachers will participate in a lesson study which is tied to standards based instruction and model that lesson to other teachers. | | Lesson plan, agenda and observation. | once | |
| G1.B10.S1.A11 | All coaches model lessons for teacher to show how to change lesson to increase student engagement. | | Coaches log | once | |
| G1.B10.S1.A12 | Lesson plans are previewed by coaches for reflection before submission to administration. | | Lesson plans | once | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---------------|---|-----|---|---------------------------------------|--------------------|
| G1.B10.S1.A13 | Teachers modify CIM delivery based on test assessment results. | | New instructional calendars | once | |
| G1.B10.S1.A14 | Conduct instructional rounds for specific look-fors | | Completed look for form. | once | |
| G1.B10.S1.A15 | Use data analysis to facilitate common PLC planning and data chats with teachers. | | PLC agenda | once | |
| G1.B10.S1.A16 | [no content entered] | | | once | |
| G1.MA1 | Teachers' lessons, tasks and assessments are aligned to the full intent of the standards. | | Student performance data on common standards aligned assessments | once | |
| G1.B1.S1.MA1 | Classroom walkthroughs focusing on transference of planned lessons encompassing standards based instruction, tasks and assessments into lesson delivery | | Administrative classroom walkthrough feedback documentation | once | |
| G1.B1.S1.MA1 | PD and coaching calendar, Provide feedback of lesson plans and PLCs, as well as observe instruction with standards based lessons. | | Professional Development calendar and iObservation feedback documentation | once | |
| G1.B10.S1.MA1 | Progress tracking on standards based common assessments | | Results tracked on STAR Math/ Reading assessments, Osceola Writes, science common assessments, and math assessments | once | |
| G1.B10.S1.MA1 | Classroom implementation of designated professional development | | Classroom walk-through schedule and identified Look Fors based on targeted PD | once | |

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. Teachers will plan and deliver ambitious lessons, tasks, and assessments aligned to the full intent of the standards.

G1.B1 Common understanding of the full intent and rigor of the standards across faculty.

G1.B1.S1 Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standard.

PD Opportunity 1

PLC Leads will attend training with Tammy Heflebower on Learning Goals and Scales (DQ#1)

Facilitator

Tammy Heflebower

Participants

PLC Leads, Coaches, and Academic Leadership Team

Schedule

On 7/29/2014

PD Opportunity 2

Core content area PLC Leads/ Coaches (and Bertram) will facilitate collaborative teams in prioritizing standards, unpack essential standards, and creating scales for each unit of instruction.

Facilitator

School coaches, PLC Leads, Bertram

Participants

Content Teachers

Schedule

Monthly, from 7/30/2014 to 6/3/2015

PD Opportunity 3

Teachers will identify all standards associated with their respective courses according to Cpalms, prioritize those standards using leverage, readiness, endurance, and assessment connection to unpack and develop proficiency scales. Additionally, teachers will craft a common assessment based on essential standards for their first unit of study.

Facilitator

Mackenzie Bertram

Participants

all teachers

Schedule

On 8/11/2014

PD Opportunity 4

Teachers will utilize the common assessments to craft engaging learning experiences and opportunities where students can practice and deepen their understanding of essential standards.

Facilitator

Mackenzie Bertram

Participants

all teachers invited/ encouraged

Schedule

On 10/8/2014

G1.B10 Lack of consistent use of high yield strategies to deliver instruction.

G1.B10.S1 With support, teachers will deliver lessons, tasks, and assessments aligned to the full intent of the standard.

PD Opportunity 1

Deliver professional development to all teachers to address specific instructional strategies, including and not limited to: Collaborative structures Small-group instruction Gradual Release Reading and writing to learn Marzano's identified highly effective instructional strategies PLC

Facilitator**Participants****Schedule**

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 |