St. Cloud Middle School

2014-15 School Improvement Plan

St. Cloud Middle School

1975 S MICHIGAN AVE, St Cloud, FL 34769

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	59%

Alternative/ESE Center	Charter School	Minority
No	No	43%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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

Student Achievement is our #1 Priority.

Provide the school's vision statement

St. Cloud Middle School strives to be a collaborative group of professional educators with student achievement being our #1 priority.

School Environment

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

The school learns about students' cultures in four ways. First, the staff attends monthly faculty meetings where information about students is shared. The second way is the entire school shares the principal's vision. Third, teachers attend weekly PLC meetings every Thursday. Finally, the staff at SCMS uses FOCUS to obtain information about students' cultures.
The school builds relationships between teachers and students through the use of a new homeroom period this school year. The period is 20 minutes long and is designed to help students maintain academic focus throughout the day and year. Teachers in the class help students track their GPA, grades in individual classes, help them complete missing assignments, and help them organize their educational materials. The second way teachers and student build relationships is by handing out our school-wide money called Mustang Dollars. This is a PBS incentive.

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

The administrative staff is on duty before school starting at 7:00am, between bell changes, during all three lunches, and after school during dismissal. Also, during bell changes, students monitor the hallways and classrooms. They are constantly reinforcing rules and expectations from bell to bell.

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

St. Cloud Middle School is a PBS school. The school's positive behavior support system is set in place to reward students for positive behavior and adhering to school rules. In addition to this, teachers set up their individual classroom policies and procedures that students are expected to follow. Teachers act as the classroom disciplinarian and work to correct student behavior in class. Students are given minors to try and correct their behavior. If a student collects three minor infractions, the teacher write the detailed referral and also contacts the parents. If students need to write a statement, they receive a pass to the dean's office where the students completes the form. Finally, the dean's office has set in place a progressive discipline policy.

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

St. Cloud Middle School has two guidance counselors that provide services for the students at the school along with a school psychologist, and school social worker. The school also has an MTSS Team and is putting together a Mentor list based on information form the latest EWS report. The current report identifies 251 current 7th and 8th grade students who are in need of services.

Early Warning Systems

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

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

St. Cloud Middle School has identified three indicators that will be used for the EWS. The three indicators are number of grades retained, attendance, and referrals.
The first indicator is number of grades retained. In this category we set one grade retained as the number to qualify a student.
The second indicator is attendance. In this category we set 18 as the number of absences to qualify a student.
The third indicator is referrals. In tis category, we set four as the number of referrals to qualify a student.

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
	7	8	
Attendance below 90 percent	14	41	55
One or more suspensions	45	61	106
Course failure in ELA or Math	3	0	3
Level 1 on statewide assessment	0	0	
Grades retained (1 or more)	51	43	94
Number of referrals (4 or more)	32	45	77
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	23	29	52

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

St. Cloud Middle School has set in place a school wide mentoring program, a 20 minute homeroom period daily, and an MTSS Committee.

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

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

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

St. Cloud Middle school has a business liason that communicates with local business concerning school events. These business partners come in and volunteer time and/or resources to help make the event successful. Our business partners also provide resources for acknowledging student success in the classroom.

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
Chiavini, Cindy	Principal
Harrell, Christina	Assistant Principal
Rademacher, Thomas	Assistant Principal
Zenzel, Jonathan	Dean
O'Meally, Leonie	Instructional Coach
Piasecki, Kim	Other
Allen, Carrollyn	Other
Hoffman, Nicole	Guidance Counselor
Beard, Britney	Guidance Counselor

Duties

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

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

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

The SCMS MTSS Problem Solving Team (PST) meets the first Wednesday of each month and will identify, through dissaggregation of data and teacher input, students who require close monitoring and/or intervention to encourage behavioral and/or academic progress. The progress monitoring process is as follows:
Effectiveness of core instruction; data driven from STAR program and PLATO for student progress, and TeenBiz used for instruction.
Resource Allocation; computer labs, double reading block, and intensive math curriculum.
Teacher Support; Administration, guidance, reading coach, learning resource specialist, PLC
Small Group; Individual and small groups in classrooms and/or assistance from reading coach, learning resource specialist and guidance student support services.
Supplemental Academic Instruction (SAI)
To ensure that students in core academic courses are excelling, we have created remediation programs for those courses. It helps those students struggling, as well as provide enrichment activities. In addition, we have remediation groups for our Algebra I Dual Enrollment students.
Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches
Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.
Title I Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.
Title II
Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory.

It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

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

Additional Information:

* Approved agencies will be used as needed for students . These agencies will be integrated in the school through the guidance department (grief groups, anger management groups, etc.)

* Instrument Repair funds will be used to repair band and orchestra equipment.

* Funds will also be used to support our school-wide Positive Behavior Support System (PBS). We purchase items for the school "store" through our coordinator.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cindy Chiavini	Principal
	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

In 2013-14, SAC approved the SIP and it's goals and targets generated by administration and the faculty

Development of this school improvement plan

SAC approves the SIP plan.

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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
Chiavini, Cindy	Principal
Rademacher, Thomas	Assistant Principal
Harrell, Christina	Assistant Principal
O'Meally, Leonie	Instructional Coach
Piasecki, Kim	Other

Duties

Describe how the LLT promotes literacy within the school

There are several initiatives in place to promote literacy at SCMS, which include: We have Drop Everything And Read (DEAR) time every Wednesday morning, during homeroom; Monthly Reading Strategies are being implemented in all classrooms across campus; STAR and TeenBIZ is being implemented; and we are offering professional development (CAR-PD) centered around using effective reading strategies to teach content material.

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

SCMS teachers are active members of Professional Learning Communties (PLC) within each subject area. Teachers meet at least once a week to discuss collaborative planning, instruction, assessment, and data analysis of SCMS students.

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

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

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

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

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

St. Cloud Middle School has several steps in place to insure that core instructional programs and materials are aligned with Florida standards: We adopt and purchase curriculum based on district

directive, which is based on a leadership team's thorough analysis of the curriculum's alignment with state standards; teachers are required to identify the Florida standards that align with their weekly lesson plans; teachers are active members of PLCs, which require teachers to identify essential state standards, build common assessment based on Florida standards, and analyze student mastery of these state standards.

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

St. Cloud Middle School uses data in the following ways: teachers use state and STAR testing data to differentiate instruction within the classroom; PLCs use common assessment data to differentiate instruction and analyze lesson planning; administration uses state and STAR testing to provide intervention and remediation in Math and Reading (Int. Math Lab & Small Groups for Reading);

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: 336,000

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

Strategy Rationale

Strategy Purpose(s)

  • Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Zenzel, Jonathan, zenzelj@osceola.k12.fl.us

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

Pre and Post Assessments
Quia Survey

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

St. Cloud Middle School guidance counselors visit local elementary schools, in the Spring, and share information about our school's expectations, available courses, and answer any other student questions. In addition, SCMS holds a 6th grade orientation night where incoming 6th grade students, and their parents, come and learn about daily routines, courses offered, resources available, and get to meet teachers and administrators.
At all grade levels, SCMS students attend Open House the week before school to meet teachers and familarize themselves with their class schedule. We will also conduct an additional Open House 4 weeks into the school year, so that parents can come and follow their students schedule to hear important information from their student(s)' teachers.
Outgoing 8th grade students hear presentations from local high schools and are given a chance to sit down one-on-one with high school guidance counselors to pick their schedules for 9th grade.

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

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

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

SCMS offers several high school credit course for our 8th graders to help them advance academically. These Dual Enrollment courses allow students to complete high school courses early, so there is more room in their schedule later for Advanced Placement Courses and/or early graduation at the High School level. The courses offered are Geometry, Algebra I Honors, Biology Honors, Physical Science Honors, and Spanish I.
SCMS' Fine Arts program has also grown. We offer Band, Chorus, Orchestra, Drama, and Art. Students within these programs have the opportunity to not only compete, but also can use their experiences and knowledge to apply and attend the Osceola School for the Arts (OCSA). As of 2013, 99% of SCMS students that apply at OCSA have been accepted.

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

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

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

Through the AVID program, students learn how to monitor grades/gpa, set goals, articulate with teachers when acadmic issues arise, take cornell notes, stay organized with a binder, hold effective tutoring sessions, and much more. These AVID strategies are not only used with AVID students, but are used school wide through the implementation of a new homeroom period.
In addition, SCMS students are exposed to career and college choices through college and career

corners in every classroom, college week conducted by the guidance counselors, the CHOICES program, and college and career research done in various classrooms across campus.

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.   Increase reading proficiency through the use of targeted reading strategies across ALL content areas.

G2.   Increase student achievement through standards based instruction.

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. Increase reading proficiency through the use of targeted reading strategies across ALL content areas.
`1a`

G039629

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	67.0

Resources Available to Support the Goal `2`

- Reading Coach & Language Arts Department Head

- Common planning for PLCs

- Reading Intervention Groups

- DEAR time

- Support facilitation

- Classroom library in all classrooms

- District Resource Teachers

- New Textbook

- AVID strategies

Targeted Barriers to Achieving the Goal `3`

- Teachers need reading strategies (tools)

G2. Increase student achievement through standards based instruction. `1a`

🔍 G038066

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	61.0
Algebra I EOC Pass Rate	100.0
FCAT 2.0 Science Proficiency	55.0
Bio I EOC Pass	100.0

Resources Available to Support the Goal `2`

- Professional Learning Communities being utilized for collaborative planning. PLCs meet weekly and have an additional meeting one Wednesday a month. Teachers will set SMART Goals, identify essential standards, create common assessments, etc.

- Common Reading Strategy being used across campus.

- Complex texts being used in all content areas.

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

Targeted Barriers to Achieving the Goal `3`

- Teachers unfamiliar with new Florida Standards.

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

Plan to Monitor Progress Toward G2. `8`

Continued teacher feedback, reflecting on common lesson planning, and review of student performance on quarterly assessments (STAR, DAP, etc) will help us gage if there is an increase in student achievement through standards based instruction.

Person Responsible
Cindy Chiavini

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Lesson plans, PLC notes, student testing data, etc.

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. Increase reading proficiency through the use of targeted reading strategies across ALL content areas. `1`

🔑 G039629

G1.B1 Teachers need reading strategies (tools) `2`

🔑 B095730

G1.B1.S1 Professional Development targeting implementation of reading strategies in various content areas. `4`

🔑 S106928

Strategy Rationale

Once teachers have been taught how to implement reading strategies effectively, they will have the tools needed to help all students read more proficiently.

Action Step 1 `5`

Reading Coach will conduct a 60 hour professional development workshop centered around implementing reading strategies. (CAR-PD)

Person Responsible

Leonie O'Meally

Schedule

Weekly, from 9/4/2014 to 1/22/2015

Evidence of Completion

Teachers will be required to build lesson plans showing implementation of reading strategy. Reading Coach will also visit classrooms to observe reading strategy implementation.

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

Reading Coach will facilitate CAR-PD training.

Person Responsible

Leonie O'Meally

Schedule

Weekly, from 9/4/2014 to 1/22/2015

Evidence of Completion

Lesson Plans; Classroom Observation Notes

G1.B1.S2 Targeted Monthly Reading Strategies `4`

🔍 S106929

Strategy Rationale

Once a month, during PLCs, teachers will receive instruction on implementing a targeted reading strategy. For that month, teachers in every classroom will be working on this strategy, exposing students to reading strategies cross-curricularly.

Action Step 1 `5`

Reading Coach will share targeted reading strategy with department heads monthly. Department heads will share strategy with their department PLCs.

Person Responsible

Leonie O'Meally

Schedule

Monthly, from 9/2/2014 to 5/5/2015

Evidence of Completion

Teachers are required to identify reading strategies within their weekly lesson plans. In addition, notes from PLC meetings will provide evidence that reading strategies were discussed.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Administrators will review PLC notes to make sure reading strategy was discussed. During review of lesson plans, and classroom observations, will ensure implementation of strategies in the classroom.

Person Responsible

Cindy Chiavini

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

PLC Notes; Lesson Plans; Classroom Observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administrative team will monitor STAR testing results, TeenBiz data, and reading coach will be made available to help teachers implement strategies in the classroom.

Person Responsible

Cindy Chiavini

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

STAR testing results; TeenBiz level set; State Testing Results

G2. Increase student achievement through standards based instruction. [1]

G038066

G2.B1 Teachers unfamiliar with new Florida Standards. [2]

B091522

G2.B1.S1 PLCs have been built so that teachers can meet weekly within their grade level and department area. New this year is the ability for teachers to meet vertically within their department, because schedules have been aligned so that entire departments are on planning at the same time. [4]

S102417

Strategy Rationale

PLCs allow more time for teachers to work together to identify essential standards, and standards that need to be remediated and/or enriched.

Action Step 1 [5]

Professional Learning Communities

Person Responsible

Leonie O'Meally

Schedule

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

Evidence of Completion

PLC notes, norms, SMART Goals, Lesson Plans, etc.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Administration will visit PLCs and required PLC items will be submitted weekly.

Person Responsible

Leonie O'Meally

Schedule

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

Evidence of Completion

PLC attendance and meeting notes

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

We will monitor STAR, DAP, and other classroom assessment during the year, to monitor student achievement growth.

Person Responsible

Christina Harrell

Schedule

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

Evidence of Completion

STAR Reports, DAP Reports, PLC Feedback on common assessments, etc.

G2.B1.S2 SCMS will utilize the assistance of Resource Teachers at the district level. `4`

🔍 S102418

Strategy Rationale

Resource teachers provide the expertise needed to unpack standards.

Action Step 1 `5`

District resource teachers will visit SCMS to work with PLCs.

Person Responsible

Christina Harrell

Schedule

Quarterly, from 9/10/2014 to 6/4/2015

Evidence of Completion

PLC Attendance Rosters and emails

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

Meet with department heads to review whether instructional help from district resource teachers is aiding teachers ability to familiarize themselves with Florida Standards.

Person Responsible

Leonie O'Meally

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Notes from department meetings; discussions during meetings.

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

Administration will monitor lesson plans, and use classroom walkthroughs and observations to monitor standards based instruction.

Person Responsible

Cindy Chiavini

Schedule

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

Evidence of Completion

Lesson plans; observation notes

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

Department heads will monitor teacher feedback concerning comfort level using state standards, during PLCs.

Person Responsible

Leonie O'Meally

Schedule

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

Evidence of Completion

PLC notes

G2.B2 Time restraints may prevent teacher collaboration and sharing of new instructional strategies. `2`

`B091524`

G2.B2.S1 Common planning for teachers by subject area and grade level. `4`

`S102419`

Strategy Rationale

Action Step 1 `5`

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

Person Responsible

Thomas Rademacher

Schedule

On 6/4/2015

Evidence of Completion

School Master Schedule

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

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

Person Responsible

Leonie O'Meally

Schedule

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

Evidence of Completion

Attendance at PLCs.

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

Review progress monitoring testing data and grades to see if students are excelling academically, due to the increase in teacher collaboration time and focus on teaching to the standards.

Person Responsible

Cindy Chiavini

Schedule

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

Evidence of Completion

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

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
G2.B1.S1.A1	Professional Learning Communities	O'Meally, Leonie	8/11/2014	PLC notes, norms, SMART Goals, Lesson Plans, etc.	6/4/2015 weekly
G2.B2.S1.A1	Create a school schedule that allows teachers to work together during common planning.	Rademacher, Thomas	8/18/2014	School Master Schedule	6/4/2015 one-time
G1.B1.S1.A1	Reading Coach will conduct a 60 hour professional development workshop centered around implementing reading strategies. (CAR-PD)	O'Meally, Leonie	9/4/2014	Teachers will be required to build lesson plans showing implementation of reading strategy. Reading Coach will also visit classrooms to observe reading strategy implementation.	1/22/2015 weekly
G1.B1.S2.A1	Reading Coach will share targeted reading strategy with department heads monthly. Department heads will share strategy with their department PLCs.	O'Meally, Leonie	9/2/2014	Teachers are required to identify reading strategies within their weekly lesson plans. In addition, notes from PLC meetings will provide evidence that reading strategies were discussed.	5/5/2015 monthly
G2.B1.S2.A1	District resource teachers will visit SCMS to work with PLCs.	Harrell, Christina	9/10/2014	PLC Attendance Rosters and emails	6/4/2015 quarterly
G1.B1.S1.MA1	Reading Coach will facilitate CAR-PD training.	O'Meally, Leonie	9/4/2014	Lesson Plans; Classroom Observation Notes	1/22/2015 weekly
G1.B1.S2.MA1	Administrative team will monitor STAR testing results, TeenBiz data, and reading coach will be made available to help teachers implement strategies in the classroom.	Chiavini, Cindy	9/8/2014	STAR testing results; TeenBiz level set; State Testing Results	6/4/2015 weekly
G1.B1.S2.MA1	Administrators will review PLC notes to make sure reading strategy was discussed. During review of lesson plans, and classroom observations, will ensure implementation of strategies in the classroom.	Chiavini, Cindy	9/8/2014	PLC Notes; Lesson Plans; Classroom Observations	6/4/2015 weekly
G2.MA1	Continued teacher feedback, reflecting on common lesson planning, and review of student performance on quarterly assessments (STAR, DAP, etc) will help us gage if there is an increase in	Chiavini, Cindy	8/18/2014	Lesson plans, PLC notes, student testing data, etc.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	student achievement through standards based instruction.				
G2.B1.S1.MA1	We will monitor STAR, DAP, and other classroom assessment during the year, to monitor student achievement growth.	Harrell, Christina	8/18/2014	STAR Reports, DAP Reports, PLC Feedback on common assessments, etc.	6/4/2015 quarterly
G2.B1.S1.MA1	Administration will visit PLCs and required PLC items will be submitted weekly.	O'Meally, Leonie	8/11/2014	PLC attendance and meeting notes	6/4/2015 weekly
G2.B2.S1.MA1	Review progress monitoring testing data and grades to see if students are excelling academically, due to the increase in teacher collaboration time and focus on teaching to the standards.	Chiavini, Cindy	8/18/2014	Teacher attendance at PLCs, student test data and grades, etc.	6/4/2015 quarterly
G2.B2.S1.MA1	Weekly PLCs will provide opportunity for teachers to analyze data and lesson plan collaboratively.	O'Meally, Leonie	8/11/2014	Attendance at PLCs.	6/4/2015 weekly
G2.B1.S2.MA1	Administration will monitor lesson plans, and use classroom walkthroughs and observations to monitor standards based instruction.	Chiavini, Cindy	8/18/2014	Lesson plans; observation notes	6/4/2015 weekly
G2.B1.S2.MA3	Department heads will monitor teacher feedback concerning comfort level using state standards, during PLCs.	O'Meally, Leonie	8/11/2014	PLC notes	6/4/2015 monthly
G2.B1.S2.MA1	Meet with department heads to review whether instructional help from district resource teachers is aiding teachers ability to familiarize themselves with Florida Standards.	O'Meally, Leonie	9/2/2014	Notes from department meetings; discussions during meetings.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase reading proficiency through the use of targeted reading strategies across ALL content areas.

G1.B1 Teachers need reading strategies (tools)

G1.B1.S1 Professional Development targeting implementation of reading strategies in various content areas.

PD Opportunity 1

Reading Coach will conduct a 60 hour professional development workshop centered around implementing reading strategies. (CAR-PD)

Facilitator

Leonie O'Meally

Participants

St. Cloud Middle School Teachers

Schedule

Weekly, from 9/4/2014 to 1/22/2015