The School Board of Highlands County

Sebring Middle School

2015-16 School Improvement Plan

Sebring Middle School

500 E CENTER AVE, Sebring, FL 33870

http://www.highlands.k12.fl.us/~sms/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Highlands 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide quality instruction and real-world learning experiences that will allow our students to succeed in middle school, be prepared for rigorous high school courses, and become productive citizens.

Provide the school's vision statement

"Simply the Best"

School Environment

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

Sebring Middle School builds rapport with students through guidance and data analysis. Faculty, staff, and administration understand the many benefits of diversity and work toward understanding and appreciating differences in all diverse demographic population.
Throughout the year, families and students are invited to conferences and parent nights. Recently, all stakeholders were given a survey opportunity to reflect on areas of strengths and development.
We work to communicate the clarity of purpose by establishing school-wide initiatives that are geared professional growth and student achievement. During the 2014-2015, Sebring Middle School instituted a school-wide WICOR(Writing, Inquiry, Collaboration, Organization, Reading) implementation. The purpose of WICOR implementation is to prepare our students for college and/or career readiness.
Professional Development training and collegial support has been put in place to encourage comfortable collaboration.
For the 2015-2016 school year, Sebring Middle School implemented the Check & Connect Program. This state funded program is designated to support ESE students. This mentoring program is comprised of 4 components: a mentor who will work with the student and families for a minimum of two years; Regular Student Progress Checks; Timely interventions, driven be data to reestablish and maintain the student's school and learning and to enhance the student's social and academic competencies; and Engagement with families. There are 14 mentors in the Check & Connect Program. These mentors are building relationships to decrease discipline referrals and increase student attendance and student achievement.

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

Sebring Middle School has a number of procedures in place to help students feel safe and respected while they are at school. Students who arrive before school begins are supervised in the gym. Each grade-level then reports to a designated area, where they are supervised by staff and given the opportunity to socialize. During transitions, all areas of the school are supervised by teachers, administration, paraprofessionals, and SRO, Officer Tindell.
Throughout the school day, blocked classes have the opportunity to take their entire class to the restroom where they are supervised. If student needs to use the restroom during a non-block class, the office is notified and the student(s) is escorted to the restroom.
Administrators and other faculty members are within sight at transition times, on the bus ramp and in

the parent pick-up area every day for students, parents, and other stakeholders to interact with as needed.

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

Though Sebring Middle School is not an official Positive Behavioral Support (PBS) school, SMS does employ PBS-based strategies. During the first week of school, our Resource Dean, Mr. Brownell and our SRO, Officer Tindell review the code of conduct (COC) to reinforce behavior expectations. Each grade-level is required to attend an assembly where the COC is reviewed. Students are also exposed to the COC through social studies classes where they are required to sign an acknowledgement.
This year SMS has implemented a 4x4 behavior plan which will be utilized by all teachers. Students have a 4x4 form in each of their classes. Infractions will be written in one of the 4 boxes and the teacher will follow respective consequence which include classroom management techniques, parent communication, silent lunch, morning and afternoon detention. Most importantly, before a referral is issued to a student, a teacher will document, have student contact, and communicate with a parent at least twice. The final and fourth step is a referral. Using the 4x4 behavior plan, students are accountable for documenting their behavior and all teachers have a school-wide behavior plan to follow before writing a referral.
More importantly, SMS recognizes positive behavior each nine weeks. Students who do not have infractions written on their 4x4 sheets, are invited to attend a "No Referral" celebration. Our Renaissance program also ties in with our "no referral" celebrations. Students who have a 3.0 or higher GPA are included in the celebrations.
.Each grade level nominates students each 9 weeks who we recognize as "Students of the Month" these students are recognized during morning and lunch announcements, but also get to eat lunch at nearby, local restaurant.
Due to the success of the attendance program initiated last year, SMS will continue to use the daily attendance recognition and celebration. Last year, our attendance data reflected that our daily attendance rate increased 2.47%. The most significant improvement occurred with students who were absent 20 or more days of school. Student attendance in that category dropped from 190 to 106 or by 56%. This year SMS will continue grade-level competition to see who attends school more frequently.
Discipline and attendance data is monitored regularly and is presented and discussed at Curriculum Leadership Team meetings then shared at grade-level meetings.

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

Sebring Middle School maintains several programs and practices to nurture and safeguard the social and emotional well-being of our students. A climate of care and respect is created and sustained through easily accessible counseling services, school wide programs, preventative programming, crisis management, and the support of mentoring relationships.
Addressing our student's needs on an individual level is practiced in many ways. We maintain an "open door" policy in our guidance department which encourages and allows our students to come to the guidance offices during the school day. The guidance area is welcoming and is located in an easily accessible area of the school. Our staff follows a simple, one step referral procedure to ensure that students' requests to speak to a guidance counselor are addressed. The administration has established that the guidance counselors' primary purpose is to address the ever changing needs of our students in that at least 80% of the guidance counselor's time be dedicated to direct services to students, teachers, and parents. We have established a climate in which parents are welcome to call or drop in without appointment. We also initiate parent/teacher conferences based on teacher referrals, attendance, and/or grade concerns.

Inter-agency collaboration is built through regular and as needed meetings in order to assess, address, and plan for both individual and large group needs to be met through individual counseling, group counseling, or school wide programs.

School wide guidance programs are developed to bring focus to chronic or current social issues such as bullying, drug abuse, and the importance of community involvement. Our programs are evaluated through student engagement and feedback of staff, students, and parents.

Our climate of caring is reinforced by our tradition of helping families in need, whether it be a temporary family crisis or holiday need. Families are identified by teachers, community, or self-referred. A team of school staff members assesses student and family needs and brokers the community resources. Many of the faculty members are invested in these practices to the point of mentoring not only the student but the family as well. These types of interpersonal relationships and group efforts instill in our school community the integral components of mutual of caring and respect which nurtures the social and emotional safety and well-being of our students.

Sebring Middle School will begin implementation of Check & Connect for the 2015-2016 school year to help students be successful in school. The Check & Connect mentoring program will be implemented with fidelity to support ESE students. There are currently 14 mentors that will support 14 ESE students. Mentors will monitor student academic progress, discipline, and attendance. This program provides data-based intervention to increase student success.

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

At SMS, our guidance department and resource dean monitor students in order to meet the requirements of new legislation that requires that schools implement an early warning system. Students who meet the following categories: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspension, whether in school (ISS) or out of school (OSS), course failure in English Language Arts or mathematics, or as scored a Level 1 on the statewide, standardized assessments in English Language Arts or mathematics.

In addition, we meet individually with students who have failing grades at progress report and report card. These students are not permitted to attend any extracurricular activities. Our Athletic Director monitors our athletes grades and notifies coaches when an athlete is not eligible to play in a game. Students with a history of failing grades and/or multiple discipline referrals are referred to the Multi-Tiered System of Supports (MTSS). The MTSS team performs careful monitoring of these students and creates interventions to assist students.

Students with frequent absences or tardies are referred to the SARC team. The team follows procedures to monitor individual students, but enforces policies set forth by the district.

The Check & Connect Mentor Program will collaborative with the MTSS team.

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	46	52	54	152
One or more suspensions	14	21	22	57
Course failure in ELA or Math	4	8	9	21
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
	6	7	8	
Students exhibiting two or more indicators	16	13	13	42

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

While all students are monitored and tracked for academic, attendance, and discipline issues, SMS meets individually with students to help determine the cause of the academic struggle. If two or more early warning indicators reflect a need for regular monitoring or the student needs further interventions, he or she is referred to the MTSS team where the student is monitored and tracked bi-weekly or on a monthly basis. These interventions will be determined by the MTSS committee, monitored by the guidance counselor, and evaluated by the team, headed by the school psychologist. Attendance issues will be monitored by the guidance department and reported to the SARC team, the team will follow protocols set forth by district-wide policy.

Discipline interventions and strategies are employed and monitored by the dean and are reported on a monthly basis. The dean follows protocols set forth by the student Code of Conduct.

SMS offers intensive level classes, including Read 180 and System 44 for reading students. Intensive math classes are available for students who have been identified as scoring at Level 1 and some of our Level 2 students. In the next few weeks, SMS will purchase the i-Ready Math program to help teachers recognize students' individual weaknesses while building on their strengths.

SMS is an AVID school and is implementing and documenting the use of WICOR strategies school-wide.

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

SMS builds positive relationships with families by giving all stakeholder groups (staff, parents, students, and the community) a voice in the school based decision making process. Before the start of the academic school year, individual letters were mailed to each student, indicating this year's vision.

During morning and lunch announcements the mission and vision are communicated to students and staff.

At SMS we believe in parental involvement and open communication. We have several measures in place to reinforce the open communication policy: SMS webpage, access to Remind (via text message), SMS FaceBook page, a marquis in front of the school, and Connect Ed. Teachers also utilize the Remind text messaging system to provide parents and students class-specific information and announcements.

Each of these venues keep parents informed about their child's education. Specifically, at SMS

teachers make contact via phone, pinnacle notes, and hand written notes in planners to inform parents of progress or potential concerns.We have six schedule Parent Conference days in 2015-16 school year and we designate Thursday mornings for scheduled and impromptu parent conferences. Parents also have access to Pinnacle, an electronic grade-book. From pinnacle, parents can see accurate grade information from an computer or smart phone with internet access.

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

All of the services and resources listed above are for the purpose of informing and communicating with our stakeholders(students, parents, community business partners, and staff). Recently, through the district accreditation process, stakeholders were given an opportunity to participate in a survey.
SMS recognizes community business partners by adding their name to a banner which is posted on the fence outside the school so that it is visible to all stakeholders. Administration also writes personalized notes to each community partner to thank them for their contributions.
During awards assemblies, administration recognizes individuals and community businesses for their continued support of student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
West, Shawn	Assistant Principal
Whidden, Sandra	Principal
Bauer, Nancy	Teacher, ESE
Brownell, Don	Dean
Douberley, Kim	Instructional Technology
Bevins, Doloras	Teacher, ESE
Crow, Sherri	Teacher, Career/Technical
Spencer, Angie	Instructional Coach
Johnson, Gayle	Instructional Coach
Porter, Angie	Teacher, K-12
Turek, Emilia	Teacher, K-12
Velasquez, Kim	Teacher, ESE

Duties

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

The administrators monitor discipline, attendance, and academic progress of all students, leads the CLT, makes research and data based decisions, is active in observing and coaching in classrooms, builds a rapport with all staff members and students through daily formal and informal interactions.
The literacy coaches (LCRT) (writing and reading), support the entire instructional staff. The LCRT's make research and data based suggestions and or model best instructional practices, is active in

observing and coaching in classrooms, builds strong collegial relationships, and meets weekly with administration to assure that instructional practices are aligned to student growth and achievement. Each school-based leadership team member is committed to gaining expertise through effective professional development activities necessary to accurately analyze data, and make placement and instructional decisions that will provide the best delivery of core instruction to all students. In addition, each CLT member actively participates in monthly meetings to help share in the decision making process.

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

Success with the general content that students are expected to learn in reading, math, and science is measured through the gathering of data that includes scores on daily assignments, scores on classroom tests, scores on progress monitoring assessments (FAIR, Performance Matters), and state-wide tests (FSA). When a student performs below the level expected for his grade placement, as shown by low grades, low scores on progress monitoring assessments that indicate skill deficits, and below grade level performances on the FCAT, that data is used to define the student's problem, to analyze why the problem is occurring, and to determine how much support that student needs, based on a comparison of his current level of performance to the level of performance that is expected for students to advance to the next grade level. Using data, rather than relying solely on adult perceptions and judgment, allows for objective decisions on the allocations of support personnel to implement small group or individual interventions.

These funds provide assistance to all school districts, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities.

The activities support and assist students to become academically successful and in some case English proficient.

Student services coordinates with Title I, to provide resources for students and identifies homeless families under the McKinney-Vento Act, to eliminate barriers for a free and and appropriate education.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sandi Whidden	Principal
Shawn West (Assistant Principal)	Education Support Employee
Susan Bible	Parent
Lisa Branca	Parent
Jennifer Rhynes	Parent
Monica Stone	Parent
	Student
Carlos Santiago-Aponte	Parent
Sullyann Morales	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC committee will review and discuss the 2015-2016 SIP at the first meeting of the year on Monday, September 28. All stakeholders will be given the opportunity to evaluate last year's plan and discuss changes made to the 2015-16 SIP.

Development of this school improvement plan

Their primary role when developing the SIP is to give all stakeholders the opportunity to participate in the development of and decision-making process that ensures that the needs of all students are specifically addressed. Since the SIP has to be completed prior to our first SAC meeting, data from our school accreditation survey, which represented all stakeholders, was taken into consideration when the 2015-16 SIP was developed.

Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan is completed by the principal and bookkeeper. The budget and plan is shared with CLT in the summer and revisited at the first SAC meeting and at each monthly meeting.

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

School Improvement funds are not available at this time.

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:

Name	Title
Whidden, Sandra	Principal
West, Shawn	Assistant Principal
Spencer, Angie	Instructional Coach
Johnson, Gayle	Instructional Coach
Velasquez, Kim	Teacher, ESE
Crow, Sherri	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT are:
To transition into full implementation of the Florida State Standards and how to prepare for our new assessment, Florida Standards Assessment (FSA).
To establish a literacy vision for the school.
To develop professional development opportunities that match the school's literacy vision and needs.

To create structures to assess and develop plans for cohesive curriculum across grades.
To create a shared reading experience through the annual school wide read aloud (Wonder).
This is the second year implementing a new adoption in language arts and math.They are being used by the respective content areas. All professional development activities will be centered around the standards for both instructional and assessment purposes. Content-area literacy is being supported and modeled by instructional coaches with a focus on our school-wide initiative, implementing WICOR strategies.

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

SMS employs professional learning community based strategies (PLC). Tuesday mornings are designated for grade-level or content level meetings for the purpose of collaborating and planning. Thursday mornings are designated for parent-teacher conference days which are scheduled through our guidance department.
Administration and instructional coaches are in classrooms daily to provide support, model lessons (on an as needed basis), or by teacher's request.
Our AVID coordinator and administration meet weekly to schedule peer visits on an as requested or as needed basis.
Our school based ECET team promotes professional collegial relationships by sharing best practices and planning celebrations both school-wide and district wide.

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

SMS has made it a priority to make all new teachers feel welcomed and appreciated. During preschool week, SMS assigns all new teachers a "Buddy Teacher" for the week. The buddy teacher introduces the "newby" to the staff and checks on him or her throughout the first weeks of school.
SMS also provides a New Teacher Orientation class to help acclimate new teacher(s) to procedures/routines. Staff Development and support personnel are put in place. Frequent classroom visits with additional support are given to all new teachers.
Person(s) responsible are: Administrators, Reading Coach, CLT Members, and certified PEC mentors.

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

SMS follows the district guidelines for pairing mentors and mentees. The Professional Educator Competency Program (PEC), requires first year teachers be assigned mentor teacher who is Clinical Educator Trained with a minimum of three years teaching experience. Administrators and instructional coaches monitor collaboration activities and provide additional support the the new teacher as well as the Buddy Teacher or Mentor. Teachers also receive a Peer Evaluator to provide evaluative feedback during their first year of teaching in the district.
SMS provides a highly qualified mentor to support and assist our new teachers with the important help they may need to be successful. We offer an environment that rewards and recognizes teachers for the contributions that they have made to impact student achievement and make our school great. Our teachers are professionals and we treat them as professionals by offering continuing education and opportunities to stay abreast of best practices.

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

With the adoption of two new textbooks, the district provided teachers an opportunity to attend professional development at the closure of the 2013-14 school year and prior to the start of the 2014-15 school year. Professional Development was aligned to the Florida Standards and included planning and implementation of best practices. In addition, district content specialists will provide professional development at each school site throughout the academic school year.
In May 2015, Math teachers began unwrapping the New Florida Standards. This process allows teachers to dissect each standard and conceptually understand the scope of each standard as it aligns to the curriculum.
Sebring Middle will be implementing the i-Ready labs is to increase student achievement in the lowest third percentage of the students. Students will utilize the i-Ready lab twice a week to strengthen basic skills. The goal is to diminish the achievement gap in math and language arts.

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

SMS uses data to drive the master schedule and within the master schedule provides three levels of support to the student body- intensive, regular, and advanced curriculum. For students who score below the proficient level, intensive small group instruction is provided to help these students close the achievement gap. Students who scored below proficiency in math are placed an intensive math class with a certified teacher and other support personnel. Advanced-level classes typically move at a faster pace where standards are covered in significant depth.
Support personnel, such as our ESE paraprofessional and ESOL paraprofessional have been placed in classrooms to support our ESE and ESOL students. The extra classroom support has been proven beneficial for intensive classes. As of the 2015-2016 school year, fewer students need intensive classes.
To ensure the success of all students, Sebring Middle School will implement student weekly progress monitoring. This allows all students to be cognizant of their weekly grades across all content areas. This tracking system will empower students to take an active role in their academic progress.

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: 840

Teachers meet before and after school in both content and grade-level twice or more a month to collaborate and plan.

Strategy Rationale

New textbook adoptions and Florida Standards drive instructional practices.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Whidden, Sandra , whiddens2@highlands.k12.fl.us

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

Data from Performance Matters and i-Ready is reviewed by the District Coordinator, School based administrators, and Instructional Coaches. Individual teachers analyze and prepare instructional lessons based on formal and informal assessments.

Student Transition and Readiness

PreK-12 Transition

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

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

Incoming sixth graders have two opportunities to become oriented to SMS. First, prospective students come with their current 5th grade class for a visit during school hours (Friday, May 23, 2015). Students attend an assembly where current SMS students familiarize fifth grader on academic, behavioral, and attendance expectations. During this time, chorus and jazz band give brief performances. After the assembly, members of NJHS and Student Government escort the fifth graders on a tour of the campus.
The second opportunity is for prospective fifth graders and their parents. Again, academic, behavioral, and attendance expectations is reiterated during a brief assembly presented by 6th grade teachers, guidance, and administration. This is followed by the distribution of a mock schedule. Incoming sixth graders and their parents visit sixth grade core content classrooms where teachers provide them with information about individual class expectations and a content overview.
Transitioning ninth graders have the opportunity to participate in similar activities offered by Sebring High School (SHS). In addition, SHS guidance counselors make several visits to SMS to discuss academic opportunities and program choices, such as the International Baccalaureate (IB) programme and Highlands Career Institute. Counselors also help students design their schedules and respond to any unanswered questions regarding high 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

Students in 6th-8th grade participate in electives which they select based on individual interests. These courses include: Band, Chorus, Art, Ag Science, or Computer Applications. In addition, 8th

grade students are required to take a Career Planning class that focuses on seeking and sustaining employment.

The AVID (Advancement Via Individual Determination) elective teachers, AVID content area teachers, Gifted consult, and Guidance Counselors collaborate to provide opportunities for parents and students to attend an orientation, AVID night, Science Fair, and Advanced Academics night that describes the courses and programs available for students to focus on college and career readiness. Additionally, AVID students were selected through an application process and placed in an AVID elective class where students are taught how to self-monitor and self-develop goals for their future.

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

AVID is an approved elective course taken during the school day. Students are selected to enroll in an AVID class after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking, ask probing questions, and get academic help from peers and college tutors. Students participating in the AVID elective must also be enrolled in an Advanced Academic course.

In addition to the AVID elective classes, CTE programs offered at SMS grades 6-8 include: agriculture, art, and technology.

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 curriculum is based on rigorous standards,developed by middle and senior high school teachers in collaboration with college professors. The AVID curriculum is used in AVID elective classes and in content-area classes in AVID schools. The AVID elective teacher and AVID content area teachers use WICOR strategies, (writing, inquiry, collaboration, organization and reading) to facilitate and promote college and career readiness.

Sebring Middle School has implemented the School-Wide Binder. Students will utilize a 3 inch binder. This organizational tool is a successful tool in keeping students organized and prepared for class. It is consistent across all content areas and promotes academic success.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. FSA 14-15 Baseline year (no data as of 9/1/15) LA teachers will follow district-wide curriculum map. LA teachers will attend Professional learning Communities based on teacher needs (Differentiated PD).

G2. FSA Baseline Year (No Data as of 9-1-15). Math teachers will follow district-wide curriculum map. Math teachers will attend Professional learning Communities based on teacher needs (Differentiated PD).

G3. Students scoring at or above the state-determined proficiency level in Science will increase from 41% to 50%.

G4. FSA 14-15 Baseline year (no data as of 9/1/15)

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. FSA 14-15 Baseline year (no data as of 9/1/15) LA teachers will follow district-wide curriculum map. LA teachers will attend Professional learning Communities based on teacher needs (Differentiated PD). `1a`

`🔍 G070211`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal `2`

- Part time Reading and Writing Coach to help implement new textbook.
- District reading specialist to provide PD for teachers.
- All content teachers implementing WICOR strategies and ACE.
- i-Ready Diagnostic and Toolbox

Targeted Barriers to Achieving the Goal `3`

- Time and opportunity for teachers to collaborate.
- Implementation of new textbook (SpringBoard), Lack of FSA data,

Plan to Monitor Progress Toward G1. `8`

Formative and summative student data; classroom and teacher observations

Person Responsible
Sandra Whidden

Schedule
Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion
Lesson Plan documentation, Informal/Formal observations, weekly lp check, Progress Monitoring Data,

G2. FSA Baseline Year (No Data as of 9-1-15). Math teachers will follow district-wide curriculum map. Math teachers will attend Professional learning Communities based on teacher needs (Differentiated PD). `1a`

🔑 G070212

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal `2`

- Second year of adoption (Big Ideas) advanced track for advanced students and i-Ready program to help close the achievement gap of students not meeting proficiency level. Math teachers will follow district-wide curriculum map. Math teachers will attend Professional learning Communities based on teacher needs (Differentiated PD). Math teachers wil collaborate to unwrap standards. Math teachers will utilize i-Ready labs to strengthen basic skills and close achievement gaps.

- Department-wide use of WICOR strategies to assist with content retention.

- District math specialist to provide PD based on student achievement and staff needs.

- Consistent district-wide weighting of math categories.

Targeted Barriers to Achieving the Goal `3`

- Limited time to collaborate and review data. No FSA data.

- Second year of adoption

Plan to Monitor Progress Toward G2. `8`

Student growth and achievement

Person Responsible
Shawn West

Schedule
Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion
Lesson Plan Documentation, Weekly Classroom visits, PD

Plan to Monitor Progress Toward G2. `8`

Monitor i-Ready student progress.

Person Responsible
Emilia Turek

Schedule
Quarterly, from 8/19/2015 to 6/2/2016

Evidence of Completion
Beginning, Mid-Year, and End of the Year data

G3. Students scoring at or above the state-determined proficiency level in Science will increase from 41% to 50%. `1a`

🔍 G070213

Targets Supported `1b`

Indicator	Annual Target
FAA Science Proficiency	
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- District-level curriculum maps (6-8) developed by science teachers and district content science specialist. Common unit assessments created by all (6-8) science teachers in the district. Implementation of WICOR strategies and ACE in 6-8 science classrooms.

- Performance Matters Data

- District Specialist

Targeted Barriers to Achieving the Goal `3`

- Time and opportunity to monitor and adjust curriculum and instruction to maximize student achievement.

Plan to Monitor Progress Toward G3. `8`

Student Achievement

Person Responsible
Shawn West

Schedule
Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion
LP documentation of WICOR strategies and ACE, Classroom visits, student work samples, PM data, monthly documentation of 3 labs

G4. FSA 14-15 Baseline year (no data as of 9/1/15) `1a`

🔍 G070214

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	60.0

Resources Available to Support the Goal `2`

- Teachers will discuss student writing data and provide sample artifacts to help determine student achievement progress and plan accordingly.

- SpringBoard textbook with rigorous opportunities to model and practice effective, evidence-based writing.

- Writing Coach will attend Janet Allen's Writing PD and model and collaborate with Reading coach to provide school-wide PD.

Targeted Barriers to Achieving the Goal `3`

- Time and opportunity for teachers to collaborate and plan for authentic writing tasks.

Plan to Monitor Progress Toward G4. `8`

Formative and summative student data; classroom and teacher observations.

Person Responsible

Gayle Johnson

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Text-based evidence response tasks, lesson plan documentation, student writing samples, PD, School-wide Implementation of ACE

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. FSA 14-15 Baseline year (no data as of 9/1/15) LA teachers will follow district-wide curriculum map. LA teachers will attend Professional learning Communities based on teacher needs (Differentiated PD). `1`

🔑 G070211

G1.B1 Time and opportunity for teachers to collaborate. `2`

🔑 B182790

G1.B1.S1 Create a school-wide checklist with WICOR strategies listed. `4`

🔑 S194561

Strategy Rationale

Action Step 1 `5`

All teachers will document the use of WICOR strategies with an emphasis on Reading in the content.

Person Responsible

Sandra Whidden

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

WICOR documentation in lesson plans and/or WICOR checklist.

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

Attendance and participation in PD and sharing of best practices during content and grade-level meetings.

Person Responsible

Sandra Whidden

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

PD ERO, classroom visits

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

Attendance at content and grade-level meetings with follow up with CLT members to discuss effectiveness and planning as it develops.

Person Responsible

Sandra Whidden

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Formal and Informal evaluations by administrators and classroom visits by reading and writing coach. AVID walk-through form.

G1.B2 Implementation of new textbook (SpringBoard), Lack of FSA data, 2

B182791

G1.B2.S1 Professional Development Plan 4

S194562

Strategy Rationale

Action Step 1 5

Provide Professional Development on WICOR strategies.

Person Responsible

Sherri Crow

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Professional Development Plan that outlines upcoming PD for the year.

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

Copy of professional development plan

Person Responsible

Shawn West

Schedule

Annually, from 8/19/2015 to 6/2/2016

Evidence of Completion

Develop professional development plan assess plan based on teacher needs and adjust pd plan as needed.

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

Classroom observations will take place to monitor implementation, student participation in, and development of strategies introduced in pd.

Person Responsible

Sandra Whidden

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Classroom observation data and weekly meetings between administration and instructional coaches.

G2. FSA Baseline Year (No Data as of 9-1-15). Math teachers will follow district-wide curriculum map. Math teachers will attend Professional learning Communities based on teacher needs (Differentiated PD). `1`

🔑 G070212

G2.B1 Limited time to collaborate and review data. No FSA data. `2`

🔑 B182792

G2.B1.S1 Set aside content area meetings to give teachers an opportunity to plan without distraction. `4`

🔑 S194563

Strategy Rationale

Action Step 1 `5`

Teachers will attend content meetings. During meeting, teachers will discuss student data and plan accordingly to reduce achievement gaps.

Person Responsible

Sandra Whidden

Schedule

Biweekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Content area agendas

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

Attendance at content area meeting and in PD

Person Responsible

Emilia Turek

Schedule

Biweekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Agendas and or minutes discussed with administrators, PD attendance (ERO)

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

Follow up with PD needs and discuss effectiveness and planning as it develops.

Person Responsible

Shawn West

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Formal and informal evaluations by administrators and observations and reports from content leader.

G2.B2 Second year of adoption 2

B182793

G2.B2.S1 Provide PD to assist in familiarizing teacher with new textbook resources. 4

S194564

Strategy Rationale

Action Step 1 5

Provide all math teachers with PD that aligns with 2nd year textbook

Person Responsible

Emilia Turek

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

PD Agenda and or Focus

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

Attendance and feedback from teachers on PD

Person Responsible

Emilia Turek

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Agendas and attendance from ERO

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

Implementation of textbook resources and lesson plan documentation of differentiated instructional strategies.

Person Responsible

Sandra Whidden

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Lesson plan documentation of resources and differentiated instruction, WICOR strategies documented, formal/informal evaluations by administrators.

G3. Students scoring at or above the state-determined proficiency level in Science will increase from 41% to 50%. `1`

🔑 G070213

G3.B1 Time and opportunity to monitor and adjust curriculum and instruction to maximize student achievement. `2`

🔑 B182794

G3.B1.S1 Specifically setting aside content area planning time to give teachers a purposeful opportunity to meet and share best practices. `4`

🔑 S194565

Strategy Rationale

Action Step 1 `5`

Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.

Person Responsible

Sandra Whidden

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Action Plan

Action Step 2 `5`

Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.

Person Responsible

Shawn West

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Action Plan

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Attend PLC's to share best practices and continue unwrapping standards

Person Responsible

Shawn West

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Agendas and/or minutes submitted to AP

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Attendance of content area meeting, follow up with CLT members to discuss effectiveness and planning as it develops.

Person Responsible

Sandra Whidden

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Formal and informal evaluations by administrators.

G4. FSA 14-15 Baseline year (no data as of 9/1/15) `1`

G070214

G4.B1 Time and opportunity for teachers to collaborate and plan for authentic writing tasks. `2`

B182795

G4.B1.S1 Time spent planning for and implementing authentic writing tasks. `4`

S194566

Strategy Rationale

Action Step 1 `5`

Teachers will evaluate student work and provide students with opportunities to write and include text based evidence.

Person Responsible

Gayle Johnson

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Students' response to writing tasks

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

Our writing coach will attend Janet Allen's Writing PD and provide follow up with CLT.

Person Responsible

Gayle Johnson

Schedule

Weekly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Plan of action for school-based PD

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

CLT members discuss effectiveness of PD and planning as it develops.

Person Responsible

Sandra Whidden

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Evidence of Completion

Implementation of PD. Student artifacts that have been assessed and evaluated.

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	All teachers will document the use of WICOR strategies with an emphasis on Reading in the content.	Whidden, Sandra	8/19/2015	WICOR documentation in lesson plans and/or WICOR checklist.	6/2/2016 weekly
G1.B2.S1.A1	Provide Professional Development on WICOR strategies.	Crow, Sherri	8/19/2015	Professional Development Plan that outlines upcoming PD for the year.	6/2/2016 weekly
G2.B1.S1.A1	Teachers will attend content meetings. During meeting, teachers will discuss student data and plan accordingly to reduce achievement gaps.	Whidden, Sandra	8/19/2015	Content area agendas	6/2/2016 biweekly
G2.B2.S1.A1	Provide all math teachers with PD that aligns with 2nd year textbook	Turek, Emilia	8/19/2015	PD Agenda and or Focus	6/2/2016 monthly
G3.B1.S1.A1	Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.	Whidden, Sandra	8/19/2015	Action Plan	6/2/2016 monthly
G4.B1.S1.A1	Teachers will evaluate student work and provide students with opportunities to write and include text based evidence.	Johnson, Gayle	8/19/2015	Students' response to writing tasks	6/2/2016 monthly
G3.B1.S1.A2	Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.	West, Shawn	8/19/2015	Action Plan	6/2/2016 monthly
G1.MA1	Formative and summative student data; classroom and teacher observations	Whidden, Sandra	8/19/2015	Lesson Plan documentation, Informal/ Formal observations, weekly lp check, Progress Monitoring Data,	6/2/2016 monthly
G1.B1.S1.MA1	Attendance at content and grade-level meetings with follow up with CLT members to discuss effectiveness and planning as it develops.	Whidden, Sandra	8/19/2015	Formal and Informal evaluations by administrators and classroom visits by reading and writing coach. AVID walk-through form.	6/2/2016 monthly
G1.B1.S1.MA1	Attendance and participation in PD and sharing of best practices during content and grade-level meetings.	Whidden, Sandra	8/19/2015	PD ERO, classroom visits	6/2/2016 weekly
G1.B2.S1.MA1	Classroom observations will take place to monitor implementation, student participation in, and development of strategies introduced in pd.	Whidden, Sandra	8/19/2015	Classroom observation data and weekly meetings between administration and instructional coaches.	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Copy of professional development plan	West, Shawn	8/19/2015	Develop professional development plan assess plan based on teacher needs and adjust pd plan as needed.	6/2/2016 annually
G2.MA1	Student growth and achievement	West, Shawn	8/19/2015	Lesson Plan Documentation, Weekly Classroom visits, PD	6/2/2016 monthly
G2.MA2	Monitor i-Ready student progress.	Turek, Emilia	8/19/2015	Beginning, Mid-Year, and End of the Year data	6/2/2016 quarterly
G2.B1.S1.MA1	Follow up with PD needs and discuss effectiveness and planning as it develops.	West, Shawn	8/19/2015	Formal and informal evaluations by administrators and observations and reports from content leader.	6/2/2016 monthly
G2.B1.S1.MA1	Attendance at content area meeting and in PD	Turek, Emilia	8/19/2015	Agendas and or minutes discussed with administrators, PD attendance (ERO)	6/2/2016 biweekly
G2.B2.S1.MA1	Implementation of textbook resources and lesson plan documentation of differentiated instructional strategies.	Whidden, Sandra	8/19/2015	Lesson plan documentation of resources and differentiated instruction, WICOR strategies documented, formal/ informal evaluations by administrators.	6/2/2016 weekly
G2.B2.S1.MA1	Attendance and feedback from teachers on PD	Turek, Emilia	8/19/2015	Agendas and attendance from ERO	6/2/2016 monthly
G3.MA1	Student Achievement	West, Shawn	8/19/2015	LP documentation of WICOR strategies and ACE, Classroom visits, student work samples, PM data, monthly documentation of 3 labs	6/2/2016 monthly
G3.B1.S1.MA1	Attendance of content area meeting, follow up with CLT members to discuss effectiveness and planning as it develops.	Whidden, Sandra	8/19/2015	Formal and informal evaluations by administrators.	6/2/2016 monthly
G3.B1.S1.MA1	Attend PLC's to share best practices and continue unwrapping standards	West, Shawn	9/30/2015	Agendas and/or minutes submitted to AP	6/3/2016 monthly
G4.MA1	Formative and summative student data; classroom and teacher observations.	Johnson, Gayle	8/19/2015	Text-based evidence response tasks, lesson plan documentation, student writing samples, PD, School-wide Implementation of ACE	6/2/2016 monthly
G4.B1.S1.MA1	CLT members discuss effectiveness of PD and planning as it develops.	Whidden, Sandra	8/19/2015	Implementation of PD. Student artifacts that have been assessed and evaluated.	6/2/2016 monthly
G4.B1.S1.MA1	Our writing coach will attend Janet Allen's Writing PD and provide follow up with CLT.	Johnson, Gayle	8/19/2015	Plan of action for school-based PD	6/2/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. FSA 14-15 Baseline year (no data as of 9/1/15) LA teachers will follow district-wide curriculum map. LA teachers will attend Professional learning Communities based on teacher needs (Differentiated PD).

G1.B1 Time and opportunity for teachers to collaborate.

G1.B1.S1 Create a school-wide checklist with WICOR strategies listed.

PD Opportunity 1

All teachers will document the use of WICOR strategies with an emphasis on Reading in the content.

Facilitator

Sherri Crow and Gayle Johnson

Participants

ALL content teachers

Schedule

Weekly, from 8/19/2015 to 6/2/2016

G1.B2 Implementation of new textbook (SpringBoard), Lack of FSA data,

G1.B2.S1 Professional Development Plan

PD Opportunity 1

Provide Professional Development on WICOR strategies.

Facilitator

Shawn West

Participants

All Teachers

Schedule

Weekly, from 8/19/2015 to 6/2/2016

G2. FSA Baseline Year (No Data as of 9-1-15). Math teachers will follow district-wide curriculum map. Math teachers will attend Professional learning Communities based on teacher needs (Differentiated PD).

G2.B1 Limited time to collaborate and review data. No FSA data.

G2.B1.S1 Set aside content area meetings to give teachers an opportunity to plan without distraction.

PD Opportunity 1

Teachers will attend content meetings. During meeting, teachers will discuss student data and plan accordingly to reduce achievement gaps.

Facilitator

Sandra Whidden

Participants

All math teachers

Schedule

Biweekly, from 8/19/2015 to 6/2/2016

G2.B2 Second year of adoption

G2.B2.S1 Provide PD to assist in familiarizing teacher with new textbook resources.

PD Opportunity 1

Provide all math teachers with PD that aligns with 2nd year textbook

Facilitator

Jennifer Westergom

Participants

All math teachers

Schedule

Monthly, from 8/19/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All teachers will document the use of WICOR strategies with an emphasis on Reading in the content.	$0.00
2	G1.B2.S1.A1	Provide Professional Development on WICOR strategies.	$0.00
3	G2.B1.S1.A1	Teachers will attend content meetings. During meeting, teachers will discuss student data and plan accordingly to reduce achievement gaps.	$0.00
4	G2.B2.S1.A1	Provide all math teachers with PD that aligns with 2nd year textbook	$0.00
5	G3.B1.S1.A1	Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.	$0.00
6	G3.B1.S1.A2	Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.	$0.00
7	G4.B1.S1.A1	Teachers will evaluate student work and provide students with opportunities to write and include text based evidence.	$0.00
		Total:	$0.00