

Sumter District Schools

South Sumter Middle School



2015-16 School Improvement Plan

South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[no web address on file]

School Demographics

School Type

Middle

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

72%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

27%

School Grades History

Year
Grade

2014-15
B*

2013-14
B

2012-13
B

2011-12
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 Sumter County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

The mission of South Sumter Middle School is to provide qualified staff and facilities equipped to stimulate learning, to encourage parental involvement and community support, and to meet the individual needs of all students enabling them to become productive citizens in the 21st century.

Provide the school's vision statement

South Sumter Middle School will provide an excellent educational environment conducive to the highest level of student learning.

School Environment

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

When students enroll at SSMS, the guidance department looks over the information on the BSR, Home Language Survey, and Nighttime residency form. These forms provide information about the family and student which helps build a home/school relationship. Information regarding hardships or special situations are shared with the teachers so that the school can better provide for our students by building a nurturing and caring environment.

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

SSMS utilizes a schoolwide Help Box. Students may anonymously fill out forms identifying a student in need of help because someone is bothering them along with the location of where the behavior is taking place. The school's guidance counselors monitor the box throughout the day and put staff members in place to watch and catch the behaviors so that they are addressed and ended. Students in the 7th grade also participate in the Santoro Project Character Education once a week during 6th period.

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

SSMS utilizes a schoolwide PBS system. Students receive Red and Black Bucks for displaying positive behavior throughout the day. Students may spend their bucks to purchase items at the Raider Store. The Raider Store is open every other Friday during all lunches.

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

SSMS has two guidance counselors for the students to go to as needed. Depending on the individual student's needs, the district employs school psychologists that the school may request services from. In addition, Lifestream provides services to students on campus with parental approval.

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

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused. Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor the student's progress throughout the year. Students receive a referral into the MTSS program after they receive their second Level 3 disciplinary infraction.

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	74	35	32	141
One or more suspensions	106	121	78	305
Course failure in ELA or Math	44	86	57	187
Level 1 on statewide assessment	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
	6	7	8	
Students exhibiting two or more indicators	167	132	132	431

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

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused. The attendance target group is closely monitored and Attendance Child Study Team Meetings are held with the student, parent, administrator, and representative from Youth and Family Alternatives. Strategies are put into place to ensure the student is attending school on a regular basis. Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor their progress throughout the year. Students are pulled out of their elective class once a week to receive additional help in the classes they are struggling in. Students also receive targeted instruction based on their individual needs during the school's 6th period academic intervention period. Students receive a referral into the MTSS program after they receive their second Level 3 disciplinary infraction.

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

SSMS communicates with parents through the use of student planners, emails, phone calls, parent conferences, school website and school notification letters. Parents are encouraged to volunteer at the school as mentors, chaperones, and assist students in the classroom. SSMS plans to continue to increase communication with parents and promote attendance at school functions throughout the year.

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

SSMS partners with local businesses to ensure students have the supplies they need for school. The school receives donations such as bookbags, general school supplies, as well as clothing for those students that are in need. These partnerships secure the items students need so that they can focus on their studies and not worry about the things they need for school.

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
Wyatt, Jennifer	Assistant Principal
Shirley, Allen	Principal
Field, Angeline	Other
Hill, Rachel	Teacher, K-12
Johnson, Trisha	Teacher, ESE
Kadur, Dieter	Other
Lashley, Debra	Guidance Counselor
Lowery, Cory	Teacher, K-12
Morrison, Stacy	Teacher, K-12
Shirley, Denise	Teacher, K-12
Shirley, Desa-Rae	Teacher, K-12
Strickland, Deanna	Teacher, K-12
Tucker, Toni	Teacher, K-12
Tyson, Kimberly	Instructional Media
White, Morris	Teacher, K-12
Williams, Gail	Teacher, K-12
Camp, Joel	Assistant Principal
Johnston, Jessica	Teacher, K-12
Bell, Autumn	Teacher, K-12
Velazquez, Ricaldo	Teacher, ESE
Hensley, Sandra	Guidance Counselor
Landers, Pamela	Teacher, K-12

Duties

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

A representative from the MTSS Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets weekly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to

identify students who are meeting/exceeding, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional practices, evaluate implementation, make decisions, and practice new processes and skills.

Title II- The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.

Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title X dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.

Nutrition Programs: Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

Violence Prevention Programs: SSMS has a Positive Behavior System (PBS) plan. The school also has a HELP BOX where student can anonymously identify students in need of help.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Allen Shirley	Principal
Kay Adkins	Parent
Karen Bennett	Student
Rebecca Calderon	Parent
April Carneglia	Education Support Employee
Misty Durham	Parent
Raquel Elizalde	Parent
Tocara Everett	Parent
Mary Ford	Parent
Audra Freeman	Parent
Alma Gracia	Parent
Kelly Lawrence	Teacher
Norma Lopez	Parent
Amanda Parker	Teacher
Olivia Valdez	Parent
Toni Tucker	Teacher
Cortny Worrell	Teacher
Desa-Rae Shirley	Teacher
Maryann Gajos	Student
Michelle Vera	Teacher
Sarah Doyle	Education Support Employee
Nick Sovercool	Teacher

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*

Last year's school improvement plan was evaluated when the school received it's data. The data was compared to the school's goals and presented to the School Advisory Council.

Development of this school improvement plan

The development of the school improvement plan includes all stakeholders. School data is reviewed by departments on a regular basis at PLCs. Data is also reviewed by the School Advisory Council at their quarterly meetings. The data, along with their feedback from stakeholders, is used to create the goals for the school improvement plan. The plan is then presented, reviewed and approved by all members of the School Advisory Council at their meeting in the fall.

Preparation of the school's annual budget and plan

School based focus is discussed with the School Advisory Committee and issues, concerns and revisions are discussed. Most budgeting occurs at the district level.

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

SSMS currently has \$3,273.01 allocated toward school improvement funds. It is anticipated that these funds will be used towards Positive Behavior awards for students, classroom technology, and other student learning and school safety needs.

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
Grant, Gaylyn	Instructional Coach
Strickland, Deanna	Teacher, K-12
Shirley, Desa-Rae	Teacher, K-12
Hill, Rachel	Teacher, K-12
Tucker, Toni	Teacher, K-12
Tyson, Kimberly	Instructional Media
Wyatt, Jennifer	Assistant Principal
Shirley, Allen	Principal
Landers, Pamela	Teacher, K-12
Morrison, Stacy	Teacher, K-12
Camp, Joel	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will specifically involve meeting the literacy needs of all our students, especially our subgroup populations, as determined by assessment of disaggregated data. At this point, it will be the role of the LLT to seek out research based strategies or best practices, like W-I-C-O-R, that would be most effective in addressing literacy needs; furthermore, the LLT will note which disciplines are most conducive to implementation of a particular strategy. Just as importantly as deciding on specific research based strategies will be the role of the LLT to encourage their pervasive use in classrooms throughout the campus. LLT will help promote the instructional needs that engage students in complex cognitive tasks that challenge students to apply their foundational skills. This process needs to include high-level thinking opportunities for students to grapple with and construct meaning from complex texts. Finally, the LLT will actively support instructional differentiation in all disciplines. Such support may involve the selection of teachers to attend professional workshops on differentiation, selection of literature written on the topic of instructional differentiation, selection of electronically based training in differentiating student instruction, and the application of flexible grouping in the ELA classroom.

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

SSMS teachers are provided professional development time where they work together as a department to deconstruct state standards to ensure that their instructional units are properly aligned in preparation of state testing. Departments also meet every other week for department led Professional Learning Communities.

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

The district utilizes Troops to Teachers and Teacher to Teachers as recruitment opportunities. Prospective employees apply for positions by completing an online application on the district's website. Principal's review and verify certification and qualifications prior to hiring. The Director of Human Resources and the Principal are the individuals responsible for recruitment.

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

The mentor/mentee pairings are based on teacher experience and the subjects being taught. All mentors are certified Clinical Educators. New teachers complete the district's New Teacher Program under the direction of their mentor. The program includes: monthly checklists of responsibilities, observations made by the mentor, as well as guided meetings throughout the year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

SSMS teacher's instructional units are aligned to the district's curriculum maps which coincide with the Florida Standards. Instructional units and lessons are monitored by administrators on a regular basis to ensure the standards are being taught.

Instructional Strategies

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

The school uses data to provide and differentiate instruction to meet the needs of the students by using the data:

- * to guide and /or adjust the teachers instruction and planning based on the student's mastery of the standard/skill (3 times a year)
- * to monitor what the students knows about the content to assist the teachers with instruction and planning, and lastly (Baseline and EOY)
- * to form groups to differentiate instruction within the centers for flexible grouping. (Every 4 and ½ weeks).

The data is used to form groups in flexible grouping and to decide what standard/skill needs to be used in the center to meet the needs of individual students. Instruction is also modified/differentiated to meet the different student's levels, especially in the teacher-led center.

Also, the data allows us to address our students with decoding issues that will receive a 45-minute Intensive Reading class using the SRA program, while receiving a block ELA class as well.

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: After School Program

Minutes added to school year: 3,690

If funds are available, lower performing students may be enrolled in an after school instructional program to assist students in previewing and mastering select targeted skills/standards.

Strategy Rationale

Students will have additional exposure to preview/review select skills/standards being taught in their classrooms.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shirley, Allen, allen.shirley@sumter.k12.fl.us

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

Teachers will implement pre and post tests using Discovery Education Assessments (DEA) for math and ELA.

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

SSMS offers a 5th grade visitation to all feeder schools which assists in the transition process from elementary to middle school. During this visit, students become familiar with the campus, the various

programs offered, and get to visit classrooms. SSMS also offers a 6th grade orientation prior to the school year starting where the students come and meet their teachers. The 8th graders are offered a 9th grade orientation at SSHS as well. To assist with transition from one grade to another within SSMS, grade expectations are reviewed and students made aware of options that may be available to avoid retention. Testing is provided to help with placement for the upcoming year and state assessment scores are looked at for placement into advanced courses.

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

All students in 7th or 8th grade must take an elective course that includes a career planning component. Students must pass the course, create a career plan, and have this plan signed by their parents, themselves, and their instructor for promotion. This fosters conversations between parents, instructors, and students about future course selections and career options. If the promotion requirement is met in 7th grade, students must revisit their career plan in 8th grade. Students are also required to conduct interest surveys to help them decide which career/course path to choose. AVID students also receive this component with the AVID elective. The AVID program accelerates student learning by teaching students college readiness skills. Students learn information about future courses and colleges that are suited to their interests.

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

SSMS utilizes AVID strategies in all courses. Eligible students are placed into an AVID elective to learn college readiness skills. The school has a college readiness week. Each grade has accelerated courses in language arts, science, math, and reading. Seventh and Eighth grade students can take Algebra I to obtain high school credit. Eighth grade students can also take a geometry course and a physical science course for high school credit. In addition, SSMS offers Agriculture Foundations and CCC to eighth graders where they can earn HS credit. These courses offer students the opportunity for advancement prior to entering high school.

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

SSMS offers Algebra 1, Geometry and Physical Science Honors that select students may take to earn high school credits. In addition, SSMS offers Agriculture Foundations and CCC to eighth graders where they can earn HS credit. These courses offer students the opportunity for advancement prior to entering high school. AVID strategies, including the use of Cornell Notes, are utilized in all classes to foster a college and career readiness environment.

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

SSMS is a school wide AVID school. AVID strategies including WICOR and Cornell Notes are used in all classes. SSMS plans to increase the number of students enrolled in the AVID elective while continuing to prepare students to be college and career ready not only at the middle school but at the high school as well.

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:

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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.** Students will show an increase in student achievement in English Language Arts.
- G2.** Students will show an increase in student achievement in Math.
- G3.** Students will show an increase in student achievement in Science.
- G4.** Students will show an increase in student achievement in Civics.
- G5.** Students will show a decrease in the area of discipline.
- G6.** Students will show a decrease in the number of absences from school.
- G7.** Parent involvement will show an increase.

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. Students will show an increase in student achievement in English Language Arts. 1a

G073684

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	74.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	77.0
FAA Reading Proficiency	99.0

Resources Available to Support the Goal 2

- 6th Period is used to target reading and writing skills
- Intensive reading classes
- The reading coach will provide resources and guidance to help teachers focus on specific skills
- SRA data, NAEP data, STAR data, FSA
- Core Connections
- Curriculum Maps & Timelines
- Writing rubrics will be discussed with students and reviewed after each formative assessment
- The ELA department will meet to participate in data chats
- Achieve 3000, formative assessments, and SuccessMaker data are analyzed to guide instruction
- ELA teachers will collaborate with other content area teachers to share writing rubric and assist in "writing to learn" across curriculum
- Unique learning systems
- SRA Reading Mastery
- Write Score
- Discovery Education Assessment

Targeted Barriers to Achieving the Goal 3

- Tier 3 bottom quartile students need targeted instructional strategies in small group settings.
- Higher performing students need higher complexity in text and assignments in order to increase learning gains.
- Some students need additional time to master the FSA Writing rubric and Language Arts Florida Standards.
- Educators will make consistent use of data to improve instruction.
- Instructors will ensure that all access points are taught.

Plan to Monitor Progress Toward G1. 8

Timelines and access point guidelines will direct teacher instruction

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016

G2. Students will show an increase in student achievement in Math. 1a

 G073685

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	72.0
Math Gains	80.0
Math Lowest 25% Gains	69.0
Algebra I EOC Pass Rate	93.0
Geometry EOC Pass Rate	100.0
FAA Mathematics Achievement	100.0

Resources Available to Support the Goal 2

- Curriculum Maps
- Professional Learning Communities plan and collaborate with other teachers to develop lesson plans that address student weaknesses.
- Performance Matters and Formative Assessments help teachers to determine areas to target.
- After-school program for selected underperforming students if funds are available.
- SuccessMaker in 6th period (2 days every 2 weeks) for selected students as well as one period on Wednesdays during the 2nd and 3rd nine weeks.
- Targeted 6th periods.
- AVID strategies are used school-wide.

Targeted Barriers to Achieving the Goal 3

- Students need additional instructional time to master math benchmarks and strands.

G3. Students will show an increase in student achievement in Science. 1a

G073686

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0
FAA Science Proficiency	55.0

Resources Available to Support the Goal 2

- Curriculum maps
- STEAM Grant participation
- Professional learning communities will plan and collaborate with other teachers to develop lesson plans that address student background knowledge weakness throughout a lesson.
- Sumter Environmental Educational Center
- Study Island
- Discovery Education
- District PLC
- Achieve 3000 - eScience program
- Formative Assessments
- ADI
- Think Central

Targeted Barriers to Achieving the Goal 3

- Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.
- Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction.
- Students have difficulty understanding content area vocabulary.
- Students have limited experience with science in real world setting.

Plan to Monitor Progress Toward G3. 8

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs

G4. Students will show an increase in student achievement in Civics. 1a

 G073687

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	73.0

Resources Available to Support the Goal 2

- DBQ Projects, Achieve 3000, Textbook Interactive Whiteboard Activities
- Florida Standards and Curriculum Map

Targeted Barriers to Achieving the Goal 3

- Connecting civics concepts with other subject areas.

G5. Students will show a decrease in the area of discipline. 1a

 G073688

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	849.0

Resources Available to Support the Goal 2

- Parent calls, parent notes, lunch detention, and short conduct forms are used as interventions for student behavior.

Targeted Barriers to Achieving the Goal 3

- Differences in cultural expectations

Plan to Monitor Progress Toward G5. 8

Early warning communication so parents are aware of school expectations.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent calls, parent notes, lunch detention, and short conduct forms

G6. Students will show a decrease in the number of absences from school. 1a

 G073689

Targets Supported 1b

Indicator	Annual Target
Attendance rate	25.0

Resources Available to Support the Goal 2

- Attendance records, attendance child study team meetings, phone calls, attendance letters, Youth and Family Alternatives

Targeted Barriers to Achieving the Goal 3

- Parents do not understand the importance of the student's attendance and the effect it has on the student's instructional time that is missed.

Plan to Monitor Progress Toward G6. 8

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

Person Responsible

Jennifer Wyatt

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives

G7. Parent involvement will show an increase. 1a

 G073690

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	5.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. Students will show an increase in student achievement in English Language Arts. **1**

 G073684

G1.B1 Tier 3 bottom quartile students need targeted instructional strategies in small group settings. **2**

 B192396

G1.B1.S1 Tier 3 students require small group setting and benefit from targeted instructional strategies.

4

 S203876

Strategy Rationale

By providing instructional strategies in a small group setting, Tier 3 students are given additional tools to access and master the curriculum.

Action Step 1 **5**

Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

SuccessMaker, Attendance Records, Student Work Samples

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

Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

SuccessMaker, Attendance Records, Student Work Samples

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

Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

SuccessMaker, Attendance Records, Student Work Samples

G1.B2 Higher performing students need higher complexity in text and assignments in order to increase learning gains. **2**

 B192397

G1.B2.S1 Teachers will introduce supplemental text and increase rigor of assignments via Springboard curriculum. **4**

 S203877

Strategy Rationale

In order for students to be challenged by complex texts and assignments, teachers must find and provide additional material.

Action Step 1 **5**

Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data

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

Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data

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

Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data

G1.B3 Some students need additional time to master the FSA Writing rubric and Language Arts Florida Standards. 2

 B192398

G1.B3.S1 ELA teachers will collaborate with other content teachers to share the writing rubric and will unpack standards with the students. 4

 S203878

Strategy Rationale

Students will write across the curriculum to the same rubric and understand and have access to the standards being taught.

Action Step 1 5

Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.

Person Responsible

Allen Shirley


Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

G1.B4 Educators will make consistent use of data to improve instruction. 2

 B192399

G1.B4.S1 Write Score and Discovery Education data will be used to reform flexible grouping each time data is received. 4

 S203879

Strategy Rationale

Teachers will provide students with targeted instruction in weaker skill areas to small groups.

Action Step 1 5

Data from Write Score and Discovery Education will be used for the formation of flexible grouping.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative assessments, purposeful flexible grouping

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data from Write Score and Discovery Education will be used for the formation of flexible grouping.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative assessments, purposeful flexible grouping

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Data from Write Score and Discovery Education will be used for the formation of flexible grouping.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative assessments, purposeful flexible grouping

G1.B5 Instructors will ensure that all access points are taught. 2

 B192400

G1.B5.S1 Teachers will work with timelines and access point guidelines. 4

 S203880

Strategy Rationale

Working with timelines and access point guidelines

Action Step 1 5

Timelines and access point guidelines will direct teacher instruction.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Timelines and access point guidelines will direct teacher instruction

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Timelines and access point guidelines will direct teacher instruction

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016


Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016

G2. Students will show an increase in student achievement in Math. 1

 G073685

G2.B1 Students need additional instructional time to master math benchmarks and strands. 2

 B192401

G2.B1.S1 The school will provide selected students with additional instructional time on SuccessMaker.

4

 S203881

Strategy Rationale

Students need additional time to ensure mastery of math standards.

Action Step 1 5

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lab Schedule and Rosters

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

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lab Schedule and Rosters

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

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lab Schedule and Rosters

G2.B1.S2 The school will provide selected students with targeted 6th period assignments to provide additional math instructional time. 4

 S203882

Strategy Rationale

Students need additional time to ensure mastery of math standards.

Action Step 1 5

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans and Rosters

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

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans and Rosters

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

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley


Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans and Rosters

G2.B1.S3 The school will provide an after-school program for Level 1 and 2 students if funds are available. **4**

 S203883

Strategy Rationale

Students need additional time to ensure mastery of math standards.

Action Step 1 **5**

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

List of invitees and their levels.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 **6**

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

List of invitees and their levels.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Additional time will be provided to students to ensure mastery of math standards.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016


Evidence of Completion

List of invitees and their levels

G3. Students will show an increase in student achievement in Science. 1

 G073686

G3.B1 Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development. 2

 B192402

G3.B1.S1 Teachers will follow the district curriculum map and course timeline for prioritized skills to ensure all students receive guaranteed and viable curriculum and use data to drive instruction. 4

 S203884

Strategy Rationale

Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum. Analyze data to ensure the needs of all students are met.

Action Step 1 5

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs

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

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs

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

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

Person Responsible

Allen Shirley


Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs

G3.B2 Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction. 2

 B192403

G3.B2.S1 Science teachers will increase hands-on, guided inquiry lessons, incorporating writing strategies and collaboration through the use of ADI and Think Central. 4

 S203885

Strategy Rationale

Analysis of data to determine the need for increasing inquiry lessons.

Action Step 1 5

Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

G3.B2.S2 All students will complete a science project using the scientific method and use of STEM activities. 4

 S203886

Strategy Rationale

Completion of science project using the scientific method.

Action Step 1 5

Using the scientific method, students will complete a science fair project.

Person Responsible

Allen Shirley

Schedule

On 12/4/2015

Evidence of Completion

Teacher Lesson Plans, Student Projects

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Using the scientific method, students will complete a science fair project.

Person Responsible

Allen Shirley

Schedule

On 12/4/2015

Evidence of Completion

Teacher Lesson Plans, Student Projects

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Using the scientific method, students will complete a science fair project.

Person Responsible

Allen Shirley


Schedule

On 12/4/2015


Evidence of Completion

Teacher Lesson Plans, Student Projects

G3.B3 Students have difficulty understanding content area vocabulary. **2**

 B192404

G3.B3.S1 Teachers will incorporate content area reading strategies and specific vocabulary strategies to increase student comprehension of science text through the use of AVID strategies and eScience. **4**

 S203887

Strategy Rationale

Incorporate reading strategies and specific vocabulary strategies into lessons.

Action Step 1 **5**

Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.

Person Responsible

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, Walk throughs

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, Walk throughs

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.

Person Responsible

Allen Shirley


Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Evidence: Teacher Lesson Plans, Walk throughs

G3.B4 Students have limited experience with science in real world setting. 2

 B192405

G3.B4.S1 Students participate in Environmental Science Activities through the Sumter Environmental Education Center and the Marine Science Center. 4

 S203888

Strategy Rationale

Students need to increase opportunities to use science in real world settings.

Action Step 1 5

Students will participate in environmental science activities to increase opportunities to use science in real world settings.

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2016 FCAT Science Scores, Classroom Projects

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Students will participate in environmental science activities to increase opportunities to use science in real world settings.

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2016 FCAT Science Scores, Classroom Projects

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Students will participate in environmental science activities to increase opportunities to use science in real world settings.

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2016 FCAT Science Scores, Classroom Projects


G4. Students will show an increase in student achievement in Civics. 1

 G073687

G4.B1 Connecting civics concepts with other subject areas. 2

 B192406

G4.B1.S1 ELA teachers will incorporate civics concepts into their reading and writing curriculum. 4

 S203889

Strategy Rationale

Teachers will incorporate civics concepts into ELA lessons as appropriate. Civics teachers will collaborate to develop lessons that focus on necessary targets.

Action Step 1 5

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student work samples, formative assessments, EOC

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

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student work samples, formative assessments, EOC

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

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student work samples, formative assessments, EOC

G5. Students will show a decrease in the area of discipline. 1

 G073688

G5.B1 Differences in cultural expectations 2

 B192407

G5.B1.S1 Early warning communication so parents are aware of school expectations 4

 S203890

Strategy Rationale

Parents will receive communication from the school in a variety of ways prior to the student receiving a long conduct.

Action Step 1 5

Early warning communication so parents are aware of school expectations.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent calls, parent notes, lunch detention, and short conduct forms

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Early warning communication so parents are aware of school expectations.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent calls, parent notes, lunch detention, and short conduct forms

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Early warning communication so parents are aware of school expectations.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent calls, parent notes, lunch detention, and short conduct forms

G6. Students will show a decrease in the number of absences from school. 1

 G073689

G6.B1 Parents do not understand the importance of the student's attendance and the effect it has on the student's instructional time that is missed. 2

 B192408

G6.B1.S1 Students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored. 4

 S203891

Strategy Rationale

Students on the target list are closely monitored to ensure they are at school. Attendance child study meetings are held and referrals to Youth and Family Alternatives are made to assist families with truant students.

Action Step 1 5

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

Person Responsible

Jennifer Wyatt

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

Person Responsible

Jennifer Wyatt

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

Person Responsible

Jennifer Wyatt

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives

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	Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.	Shirley, Allen	8/10/2015	SuccessMaker, Attendance Records, Student Work Samples	5/27/2016 weekly
G1.B2.S1.A1	Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.	Shirley, Allen	8/10/2015	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/27/2016 daily
G1.B3.S1.A1	Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.	Shirley, Allen	8/10/2015	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/27/2016 weekly
G1.B4.S1.A1	Data from Write Score and Discovery Education will be used for the formation of flexible grouping.	Shirley, Allen	8/10/2015	Formative assessments, purposeful flexible grouping	5/27/2016 monthly
G1.B5.S1.A1	Timelines and access point guidelines will direct teacher instruction.	Shirley, Allen	8/10/2015	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016	5/27/2016 daily
G2.B1.S1.A1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	Lab Schedule and Rosters	5/27/2016 weekly
G2.B1.S2.A1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	Lesson Plans and Rosters	5/27/2016 daily
G2.B1.S3.A1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	List of invitees and their levels.	5/27/2016 daily
G3.B1.S1.A1	Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.	Shirley, Allen	8/10/2015	PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs	5/27/2016 daily
G3.B2.S1.A1	Continuous analysis of data to determine the need for inquiry lessons	Shirley, Allen	8/10/2015	PLC Minutes and Administrative Conference Minutes	5/27/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	through the use of ADI and Think Central.				
G3.B2.S2.A1	Using the scientific method, students will complete a science fair project.	Shirley, Allen	9/1/2015	Teacher Lesson Plans, Student Projects	12/4/2015 one-time
G3.B3.S1.A1	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.		8/10/2015	Teacher Lesson Plans, Walk throughs	5/27/2016 daily
G3.B4.S1.A1	Students will participate in environmental science activities to increase opportunities to use science in real world settings.	Shirley, Allen	8/10/2015	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2016 FCAT Science Scores, Classroom Projects	5/27/2016 quarterly
G4.B1.S1.A1	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Shirley, Allen	8/10/2015	Lesson plans, student work samples, formative assessments, EOC	5/27/2016 monthly
G5.B1.S1.A1	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2015	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2016 daily
G6.B1.S1.A1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	Wyatt, Jennifer	8/10/2015	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2016 daily
G1.MA1	Timelines and access point guidelines will direct teacher instruction	Shirley, Allen	8/10/2015	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016	5/27/2016 daily
G1.B1.S1.MA1	Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.	Shirley, Allen	8/10/2015	SuccessMaker, Attendance Records, Student Work Samples	5/27/2016 weekly
G1.B1.S1.MA1	Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.	Shirley, Allen	8/10/2015	SuccessMaker, Attendance Records, Student Work Samples	5/27/2016 weekly
G1.B2.S1.MA1	Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.	Shirley, Allen	8/10/2015	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/27/2016 daily
G1.B2.S1.MA1	Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.	Shirley, Allen	8/10/2015	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/27/2016 daily
G1.B3.S1.MA1	Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.	Shirley, Allen	8/10/2015	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/27/2016 weekly
G1.B3.S1.MA1	Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.	Shirley, Allen	8/10/2015	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/27/2016 weekly
G1.B4.S1.MA1	Data from Write Score and Discovery Education will be used for the formation of flexible grouping.	Shirley, Allen	8/10/2015	Formative assessments, purposeful flexible grouping	5/27/2016 monthly
G1.B4.S1.MA1	Data from Write Score and Discovery Education will be used for the formation of flexible grouping.	Shirley, Allen	8/10/2015	Formative assessments, purposeful flexible grouping	5/27/2016 monthly
G1.B5.S1.MA1	Timelines and access point guidelines will direct teacher instruction	Shirley, Allen	8/10/2015	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016	5/27/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Timelines and access point guidelines will direct teacher instruction	Shirley, Allen	8/10/2015	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2016	5/27/2016 daily
G2.B1.S1.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	Lab Schedule and Rosters	5/27/2016 weekly
G2.B1.S1.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	Lab Schedule and Rosters	5/27/2016 weekly
G2.B1.S2.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	Lesson Plans and Rosters	5/27/2016 daily
G2.B1.S2.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	Lesson Plans and Rosters	5/27/2016 daily
G2.B1.S3.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	List of invitees and their levels	5/27/2016 daily
G2.B1.S3.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2015	List of invitees and their levels.	5/27/2016 daily
G3.MA1	Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.	Shirley, Allen	8/10/2015	PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs	5/27/2016 daily
G3.B1.S1.MA1	Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.	Shirley, Allen	8/10/2015	PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs	5/27/2016 daily
G3.B1.S1.MA1	Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.	Shirley, Allen	8/10/2015	PLC minutes, department meeting minutes, 2016 FCAT Science scores, and District PLCs	5/27/2016 daily
G3.B2.S1.MA1	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.	Shirley, Allen	8/10/2015	PLC Minutes and Administrative Conference Minutes	5/27/2016 monthly
G3.B2.S1.MA1	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.	Shirley, Allen	8/10/2015	PLC Minutes and Administrative Conference Minutes	5/27/2016 monthly
G3.B3.S1.MA1	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.	Shirley, Allen	8/10/2015	Evidence: Teacher Lesson Plans, Walk throughs	5/27/2016 daily
G3.B3.S1.MA1	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.	Shirley, Allen	8/10/2015	Teacher Lesson Plans, Walk throughs	5/27/2016 daily
G3.B4.S1.MA1	Students will participate in environmental science activities to increase opportunities to use science in real world settings.	Shirley, Allen	8/10/2015	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2016 FCAT Science Scores, Classroom Projects	5/27/2016 quarterly
G3.B4.S1.MA1	Students will participate in environmental science activities to increase opportunities to use science in real world settings.	Shirley, Allen	8/10/2015	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2016 FCAT Science Scores, Classroom Projects	5/27/2016 quarterly
G3.B2.S2.MA1	Using the scientific method, students will complete a science fair project.	Shirley, Allen	9/1/2015	Teacher Lesson Plans, Student Projects	12/4/2015 one-time
G3.B2.S2.MA1	Using the scientific method, students will complete a science fair project.	Shirley, Allen	9/1/2015	Teacher Lesson Plans, Student Projects	12/4/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Shirley, Allen	8/10/2015	Lesson plans, student work samples, formative assessments, EOC	5/27/2016 monthly
G4.B1.S1.MA1	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Shirley, Allen	8/10/2015	Lesson plans, student work samples, formative assessments, EOC	5/27/2016 monthly
G5.MA1	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2015	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2016 daily
G5.B1.S1.MA1	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2015	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2016 daily
G5.B1.S1.MA1	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2015	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2016 daily
G6.MA1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	Wyatt, Jennifer	8/10/2015	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2016 daily
G6.B1.S1.MA1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	Wyatt, Jennifer	8/10/2015	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2016 daily
G6.B1.S1.MA1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	Wyatt, Jennifer	8/10/2015	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2016 daily

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. Students will show an increase in student achievement in English Language Arts.

G1.B4 Educators will make consistent use of data to improve instruction.

G1.B4.S1 Write Score and Discovery Education data will be used to reform flexible grouping each time data is received.

PD Opportunity 1

Data from Write Score and Discovery Education will be used for the formation of flexible grouping.

Facilitator

Department Head

Participants

All ELA Department Members

Schedule

Monthly, from 8/10/2015 to 5/27/2016

G3. Students will show an increase in student achievement in Science.

G3.B1 Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

G3.B1.S1 Teachers will follow the district curriculum map and course timeline for prioritized skills to ensure all students receive guaranteed and viable curriculum and use data to drive instruction.

PD Opportunity 1

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

Facilitator

Science Department Head

Participants

All Science Department Members

Schedule

Daily, from 8/10/2015 to 5/27/2016

G4. Students will show an increase in student achievement in Civics.

G4.B1 Connecting civics concepts with other subject areas.

G4.B1.S1 ELA teachers will incorporate civics concepts into their reading and writing curriculum.

PD Opportunity 1

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

Facilitator

ELA Department Head and Social Studies Department Head

Participants

All ELA and Social Studies Department Members

Schedule

Monthly, from 8/10/2015 to 5/27/2016

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	Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.				\$0.00
2	G1.B2.S1.A1	Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.				\$0.00
3	G1.B3.S1.A1	Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.				\$1,638.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0042 - South Sumter Middle School	Title II		\$1,638.00
			Notes: Notes			
4	G1.B4.S1.A1	Data from Write Score and Discovery Education will be used for the formation of flexible grouping.				\$0.00
5	G1.B5.S1.A1	Timelines and access point guidelines will direct teacher instruction.				\$0.00
6	G2.B1.S1.A1	Additional time will be provided to students to ensure mastery of math standards.				\$0.00
7	G2.B1.S2.A1	Additional time will be provided to students to ensure mastery of math standards.				\$0.00
8	G2.B1.S3.A1	Additional time will be provided to students to ensure mastery of math standards.				\$0.00
9	G3.B1.S1.A1	Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.				\$0.00
10	G3.B2.S1.A1	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.				\$364.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0042 - South Sumter Middle School	Title II		\$364.00
			Notes: Notes			
11	G3.B2.S2.A1	Using the scientific method, students will complete a science fair project.				\$0.00
12	G3.B3.S1.A1	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.				\$0.00

Budget Data						
13	G3.B4.S1.A1	Students will participate in environmental science activities to increase opportunities to use science in real world settings.				\$0.00
14	G4.B1.S1.A1	ELA teachers will incorporate civics concepts into their reading and writing curriculum.				\$364.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0042 - South Sumter Middle School	Title II		\$364.00
			Notes: Notes			
15	G5.B1.S1.A1	Early warning communication so parents are aware of school expectations.				\$0.00
16	G6.B1.S1.A1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.				\$0.00
Total:						\$2,366.00