

Sumter District Schools

# South Sumter High School



2015-16 School Improvement Plan

## South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	66%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	27%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	B	B

*\*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	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

South Sumter High School, in partnership with its stakeholders, is committed to providing a systemic, comprehensive educational program to educate, enhance, encourage, and empower all students to achieve their personal, social, educational, and career/life goals. It is a program developed according to professional standards and appropriate models of best practices in the field of education. Learning environments will be physically and psychologically healthy and safe, managed by professionally trained and certified staff. With a commitment to individual uniqueness and maximum development of human potential, the ultimate goal of the program is for students to graduate with the competencies necessary to make self-directed, realistic, and responsible decisions and to become productive workers, lifelong learners and successful contributors to society.

##### Provide the school's vision statement

Preparing the Next Generation Today - At South Sumter High School, we adhere to the belief that all students can learn. Working as a team, our purpose is to provide a comprehensive educational program that assists all students in acquiring the critical skills for lifelong learning and success.

#### School Environment

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

At South Sumter High School we value students and their cultures. Students are required to fill out registration forms which include forms focused on the language spoken at home, nighttime residency, health information, and family. The teachers have access to this information to understand the student's culture and background. Teachers and students also use the guidance department for clarity on specific situations. Our AVID program has paired a mentor from the faculty with each of the AVID students. The mentors are there to discuss grades and other concerns the students may have. In addition, teachers have students complete information sheets about themselves and their interests.

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

South Sumter High school functions on a block schedule which allows our students to focus only on 4 subject areas each semester. This focus helps our students feel confident with their ability to succeed. South Sumter High School also has a discipline plan that is consistent and fair to all students. We have a SRO (School Resource Officer) assigned to our school. He monitors the campus through frequent walks and observation of the camera monitors. We have recently added additional cameras in an effort to cover more areas of the campus. The faculty and staff also monitor the hallways before school, during class changes, break, lunch and after school. The administrators monitor the campus ensure that students are going to designated areas and following the school rules. During after school activities, the faculty member in charge supervises participants. Administrators are assigned to attend sports and other events that are held after schools hours. We also have a safety committee that meets through out the year to address safety issues and make recommendations for improvements.



**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**

At South Sumter High School, we incorporate a Positive Behavior System to acknowledge students who follow the rules and help maintain a positive environment for all stakeholders. The school wide positive behavior support plan is designed to reward positive behaviors that represent the four South Sumter High School Raider Expectations: Responsible, Respectful, Prepared, and On Time. Expectations are posted in all classrooms and announced daily on the morning announcements. We use the RtI/B system to track behaviors assigned on discipline forms to determine the various causes to be addressed by the administration/staff. The administrators hold discussions on discipline issues to maintain consistency for all of the students. The administration also ensures limited interruptions during instructional time. The majority of announcements are made during homeroom and the last five minutes of the instructional day. The administrative intern is responsible for monitoring the attendance of students. The goal is to target students with 10 or more unexcused absences from the previous year as well as any other student attendance issues.

**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**

South Sumter High School provides three guidance counselors for the various grade levels and the exceptional educational students. Each counselor posts a clipboard with a sign-up sheet for students. The counselors' goals are to reach all students who have signed up. The counselors rotate grade levels each year so students have the same guidance counselor through out their high school career. Our school holds an annual Bullying Poster Contest with the different posters displayed throughout the school campus. The AVID program enlists mentors for each of the AVID students to review grades, policies, and for the student to connect with school personnel.

**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**

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

## 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**

At South Sumter High School we strive to build relationships with our students' families to increase academic success by involving parents in the use of the school website and the parent viewer on the electronic grade book (SKYWARD). We aim to increase parental use of the website by:

- A. Incorporating the call out system to get information to parents to become more aware of school functions and meetings.
- B. Partnering with a local newspaper to publish a "how to" access with instructions to the parent view of the gradebook system.
- C. Encouraging teachers to email parents a progress report bi-weekly using Skyward

We also plan on implementing a system to distribute information to parents to raise awareness and participation in school functions and meetings. We aim to increase parental information distribution methods by the following methods:

- A. Posting information on the marquee in front of the school.
- B. Mailing and emailing a school newsletter including a calendar monthly.
- C. Creating a school Remind account. Remind is a free private mobile messaging platform that enables teachers and schools to send reminders to students and parents via text and email. It can be used to send information about important academic reminders such as EOC dates, report cards, progress reports, AP Exams, Progress Reports, standardized tests, SAC meetings, etc.

**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**

At South Sumter High School, we value our community partners and strive to build positive ongoing relationships with our partners to increase academic success. One of our partners is CEMEX. They offer an "outdoor classroom" at Sumter Environmental Education Center (SEEC). Suncoast Credit Union with our business classes. The MECA (Medical Career) program utilizes the various medical facilities around the district to provide practice and experience for the students. In the social studies department, guest speakers representing various government offices are used to inform the students of the systems used to run the city, county, state, and federal governments. The math department joins the local state college in the RISE program to increase the number of students who are college ready. The school will host a College and Career Fair. Students will have an opportunity to explore many of the possibilities available upon graduation. Our community's business partners and a variety of college representatives will be on-hand to help students explore the possibilities. The school also hosts an Academy Awards night where Academy partners are recognized. This helps create awareness and build excitement regarding the academic successes and educational opportunities at SSSH.

## 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
Morgan, Preston	Principal
Didjurgis, Barbara	Teacher, K-12
Edwards, James	Teacher, K-12
Grady, Jean	Teacher, ESE
Piwowar, Robert	Assistant Principal
Jadunauth, Preya	Guidance Counselor
Lawrence, Kelly	Other
Moreland, Kay	Instructional Technology
Oliver, Mona	Guidance Counselor
Noe, Marilyn	Guidance Counselor
Oswald, Doreen	Teacher, K-12
Ray, Karen	Teacher, K-12
Sherman, Inman	Other
Simmons, Melissa	Instructional Coach
Stewart, Danielle	Teacher, K-12
Norman-Tadlock, Carrie	Administrative Support
Woodward, Larry	Assistant Principal
Holloway, Lacy	Teacher, K-12
Fussell, Amy	Instructional Media

### Duties

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

The Leadership Team has biweekly meetings where the focus is on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students. Discussions are centered around the following topics: Review of universal screening data and the link to instructional decisions; review progress monitoring data for each subject and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Each department head will share the discussed information with their respective department in PLC meetings. In addition, department heads will share concerns of their department during leadership meetings.

***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***

To use resources effeiciently, our school uses data to identify trends and patterns. Resources are allocated and used to provide students with the best oppportunities available to meet promotion and graduation requirements. The master schedule is built to meet the academic needs and the interests of the students. MTSS is used to improve learning for all students. Tier 1 instruction is based on best practices and differentiated instruction and provided to all stuents. When students need instruction beyond what is provided universally, they are refered to Tier 2 where addtional interventions and specialized instruction is provided. If the intensity of the interventions need to increase, the student will move from Tier 2 to Tier 3. The process is over seen by the MTSS facilitator. Data showing the student's progress is collected frequently and reviewed by the MTSS facilitator, classroom teacher, intervention provider, and guidance counselor. Administration ensures the fidelity of the process.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Delaney Hooten	Student
Roy Mitchell	Business/Community
Landi Adams	Parent
Sanda Clark	Parent
Melissa Winter	Parent
Kim Green	Education Support Employee
Kelly Lawrence	Teacher
Suzette Lovett	Parent
Kay Moreland	Teacher
Karen Ray	Teacher
Kimberly Morris	Parent
Preston Morgan	Principal
Miranda Sanders	Parent
Robert Sanchez	Parent
Jean Holstein	Principal
Larry Woodward	Principal
Carrie Norman-Tadlock	Teacher
Gaylyn Grant	Parent
Rosa Arredondo	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*

Last year's plan will be reviewed with the SAC when all data is recieved from the state. The data will be compared with the school's goal to determine if the goals were met.

*Development of this school improvement plan*

At the first SAC meeting of the year, the SAC committee discussed this year's school improvement plan and presentation. Data and feedback from stakeholders was used to develop the school improvement plan. The plan will be then presented, reviewed and approved by all members of the School Advisory Council at the meeting in the fall.

*Preparation of the school's annual budget and plan*

We discuss the school based focus with the School Advisory Committee including issues, concerns and revisions. The SAC determines how the school improvement funds will be spent, but most other budgeting occurs at the district level.

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

School planners were purchased last year for a total of \$2993.89  
 Paid for one teacher to attend AVID Summer Institute \$699

***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
Woodward, Larry	Assistant Principal
Simmons, Melissa	Instructional Coach
Grady, Jean	Teacher, ESE
Stewart, Danielle	Teacher, K-12
Ray, Karen	Teacher, K-12
Fussell, Amy	Instructional Media
Girard, Janice	Teacher, K-12
Lawrence, Franklyn	Teacher, K-12
Littlefield, Ava	Teacher, K-12
Holloway, Lacy	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the Literacy Leadership Team are: School-wide root word study; Content Area Reading Strategy of the month; improve classroom libraries; quarterly Book Fairs; Word of the Week; Reading Skill of the Month; Extended Reading Passages (Achieve 3000); Critical Reading Skills for Content Area Subjects; Literacy Week Activities; Content Area Book Studies; Caught Reading tickets; ongoing professional development of teachers to implement Reading strategies in all content areas and Florida Standards common practices in all content areas.

**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**

All teachers have a common planning time. PLCs meet at least every other week to discuss various topics including a focus on AVID strategies and how they relate to the various disciplines. The AVID site team meets on a regular basis to share strategies from each department and to discuss the AVID school wide initiative which is writing. Teachers who teach the same subject plan collaboratively, assign similar projects and tests to have consistency throughout the departments.

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

Positions are advertised on the district's web site and other various educational sites. Potential candidates complete an online application. The principal reviews the application and verifies certification and qualifications then interviews the candidate. Once hired, new teachers attend new teacher orientation at the district. New teachers complete an induction/mentoring program with the guidance of a qualified mentor.

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

There is a district mentoring program where each new teacher is paired with a peer mentor. Peer mentors must have at least 3 years teaching experience and have a current effective or highly effective evaluation rating. Peer mentors have received training in the Framework for Teaching and the Sumter County Teacher Evaluation rubric. Peer mentors have also participated in Clinical Educator Training. The mentor and new teacher meet regularly to discuss procedures, curriculum, professional development needs as well as classroom expectations. The administration tries to pair the new teacher with a mentor who is in the same subject area.

## **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***

- \*Textbooks are aligned with the Florida standards as well as the curriculum maps for each department.
- \*Continued professional development training and online resources is provided for teachers.
- \*Continued use of Learning Focus Strategies in the classrooms which align with the expectations for the teacher evaluation system being used.
- \*Teachers are focused on including writing in all classes throughout our school with the Language Arts departments being particularly focused on writing using support from the text.
- \*Administration performs frequent walk throughs to ensure that lessons being taught are aligned with to the Florida's standards

#### **Instructional Strategies**

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

Testing data is analyzed and used to identify freshmen and sophomores who scored Level 1 or Level 2 in reading. They are placed in reading classes for both semesters. Juniors and seniors who have not passed the FCAT/FSA ELA are assigned a reading class with a dual focus on passing the ACT or SAT in lieu of the FCAT/FSA ELA so the student can graduate and prepare for college entry. Individual teachers work one on one with students to attain writing and reading skills. Data is also used in the math department to schedule students into a math curriculum best suited for them. Level 1 and 2 students receive instruction through the program Agileminds while Liberal Arts Math 1 is offered for EOC remediation and uses Algebra Nation. Students who are college ready are placed into Liberal Arts 2 and Intermediate Algebra. Before and after school tutoring is offered. Technological resources are provided to some students whose textbooks have an online component with interactive activities. The teachers also offer opportunities to correct or retake assignments. Data is also used to refer students to MTSS where they receive additional instructional interventions. SWD students take a learning strategies class to assist them with their work. Classroom teachers use flexible grouping to meet the needs of students.

***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:** 2,400

We provide additional time for struggling students in reading and math as identified by their test scores. We target the students in need of intensive strategies.

***Strategy Rationale***

These students need extra instruction in these areas to ensure confidence on the assessments.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Fussell, Amy, amy.fussell@sumter.k12.fl.us

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

We complete a spreadsheet that includes all of the students that attended. We include previous test scores and scores after attending the program. This data is used to determine the effectiveness of the program.

**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***

Cross curriculum and planning with middle school teachers. We have an open house for incoming 9th graders in the spring of their 8th grade year. A few days before school starts incoming 9th graders can pick up their schedules and get a tour of the campus. Adjusting the master schedule and providing parent communication of graduation and grade level requirements. The RISE program was offered in conjunction with the local state college for college readiness. The AVID students take field

trips to tour college campuses. Various academics also provide college field trips for students. Teachers go over and beyond the teaching expectations to help new students catch up with the class by allowing them to do less work until they are settled. Our students are supportive of their new classmates by helping to bring them up to date with work. The counselors see that the new students are placed in the right courses to ensure no loss of credits.

### **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***

South Sumter High School hosts a College and Career Fair where students have an opportunity to explore many of the possibilities available upon graduation. Our community's business partners and a variety of college representatives attend and help students explore the possibilities.

South Sumter High School offers career planning courses with programs that upon completion students can receive industry standard certification. The programs offered include Medical Career, Agri-science, Child Care, Criminal Justice and Business. With the assistance from the guidance department, each student can be scheduled in any of these academies to find a relevant course of study for each student. The Exceptional Student program offers career preparation and career experience in the transition courses for students with disabilities. Guidance counselors review course plans with students each year to support meaningful course and program selection maximizing opportunities for scholarships, articulated college credit, acceleration, and industry certification. At the end of the year we host Academy Awards Night where we recognize our business partners for their support and also recognize students for their achievements.

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

South Sumter High School offers multiple career and technical programs to our students that provide an opportunity for students to earn an industry certification. These courses include Agriculture, Medical Careers, Childcare, Criminal Justice and Business. The following are currently the certifications we offer to our students: Agriculture Technician, Agriculture Bio technician, Florida Certified Horticultural Professional, Agriculture Communications Technology, Animal Science Technician, Early Childhood Education Certification, First Aid and CPR, Servsafe, Certified Nursing Assistant, Certified Medical Administrative Assistant, Internet Business Associate, and MOS. Students can also attend Vo-Tech and receive certification in various areas.

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

South Sumter High School offers a wide range of classes within the master schedule. The Guidance department works with individual students in scheduling classes that are relevant to each individual student. The Learning Focused Curriculum Maps for each subject are designed to end each unit with a culminating project. This project focuses on a relevant, real-world issue that requires the student to use knowledge learned in the unit.

#### ***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***

South Sumter High School is committed to improving student readiness for the public post-secondary level. We are working to make improvements in the pre-graduate indicator of the percent of students who complete at least one AP, IB, AICE or dual enrollment course. Counselors will meet with academically able students and strongly encourage them to enroll in Advance Placement (AP) or dual enrollment courses. In addition, our AVID program has expanded and now includes students in all grades - 9th, 10th, 11th, and 12th grades. There are a total of 129 AVID students. The AVID program



provides students with the skills they need to help them close the achievement gap so they are prepared for college and are able to be successful in a global society. In addition to our AVID program, AVID strategies are being implemented and used in all curriculums.

## 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 ELA Reading/Writing.
- 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 Social Studies.
- G5.** Increase the participation and pass rate of AP courses and AP exams.
- G6.** Increase the number of students who are college and career ready.
- G7.** Decrease the number of students with excessive unexcused absences to less than 3%.
- G8.** Decrease the number of events resulting in students being assigned to ISS and OSS by 10%.
- G9.** Increase parental involvement in student affairs.

## 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 ELA Reading/Writing.** 1a

G073697

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0
ELA/Reading Gains	60.0
AMO Reading - SWD	54.0
ELA/Reading Lowest 25% Gains	60.0

**Resources Available to Support the Goal** 2

- Achieve 3000
- Discovery Education Assessment Probes
- Study Island
- Learning Focus Strategies
- Flexible Groups
- Zine-Zone Magazine Reading Program
- Classroom Libraries/Class Novels
- Renaissance Place/Accelerated Reading
- School wide AVID Strategies
- TeenInk
- Reading Informational Texts: Nonfiction Passages and Exercises Based on the Common Core State Standards
- Springboard
- Read 180
- Teengagment
- After-school program for selected underperforming students if funds are available
- MTSS for identified students

**Targeted Barriers to Achieving the Goal** 3

- Low comprehension of informational text
- Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials.
- Students lack vocabulary skill sets.
- Students have insufficient fluency in reading.
- Students don't generalize learned reading strategies.
- Students lack the ability to write a 5 paragraph essay

**Plan to Monitor Progress Toward G1. 8**

Achieve 3000 reports and DEA Assessment reports

**Person Responsible**

Melissa Simmons

**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Achieve 3000 reports, DEA Assessments, FSA Assessments

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

G073698

**Targets Supported** 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	40.0
Geometry EOC Pass Rate	60.0
Algebra I EOC Pass Rate	55.0

**Resources Available to Support the Goal** 2

- Algebra Nation
- Agile Minds
- Holt McDougal Math Series
- MTSS for identified students
- After-school program for selected underperforming students if funds are available
- School wide AVID Strategies
- Houghton Mifflin Harcourt Math Series

**Targeted Barriers to Achieving the Goal** 3

- Students have difficulty mastering mathematic concepts because they lack math foundation skills
- New Common Core Standards
- End of Course exams being computer based.

**Plan to Monitor Progress Toward G2.** 8

Formative Assessment Data, EOC data

**Person Responsible**

Doreen Oswald

**Schedule**

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

**Evidence of Completion**

Formative Assessment Data, EOC data

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

G073699

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	70.0

**Resources Available to Support the Goal** 2

- Study Island
- Explore Learning
- Discovery Science
- NASA Image Bank
- Lab Probes (EETT)
- School wide AVID Strategies

**Targeted Barriers to Achieving the Goal** 3

- Students have difficulty with content area reading comprehension

**Plan to Monitor Progress Toward G3.** 8

Collect data from formative assessments and state assessments

**Person Responsible**

Karen Ray

**Schedule**

Every 6 Weeks, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Data from formative assessments and state assessments

**G4. Students will show an increase in student achievement in Social Studies.** 1a

G073700

**Targets Supported** 1b

Indicator	Annual Target
U.S. History EOC Pass	73.0

**Resources Available to Support the Goal** 2

- Study Island
- Document Based Questions
- School wide AVID Strategies
- Dave Ramsey curriculum to Economics classes
- Interactive Notebooks

**Targeted Barriers to Achieving the Goal** 3

- Questions on the EOC are at a higher complexity than most students are accustomed to.

**Plan to Monitor Progress Toward G4.** 8

Results of tests and EOC will be discussed during PLCs

**Person Responsible**

Danielle Stewart

**Schedule**

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

**Evidence of Completion**

Results of tests and EOC

**G5. Increase the participaiton and pass rate of AP courses and AP exams. 1a**

G073701

**Targets Supported 1b**

Indicator	Annual Target
Advanced coursework completion - H.S.	35.0
Advanced coursework completion - H.S.	250.0

**Resources Available to Support the Goal 2**

- AP Summer Institute for AP teachers
- AP Symposium for AP teachers
- School wide AVID Strategies
- Dave Ramsey curriculum in Economics classes
- Pair AVID courses with AP courses
- AP Parent/Student Night

**Targeted Barriers to Achieving the Goal 3**

- Lack of awareness, motivation and/or support.
- Students' inexperience with the format of AP courses and exams.
- Teachers' inexperience in teaching AP courses

**Plan to Monitor Progress Toward G5. 8**

Collect data results of AP exams

**Person Responsible**

Kelly Lawrence

**Schedule**

**Evidence of Completion**

Results from AP exams



**G6. Increase the number of students who are college and career ready. 1a**

G073702

**Targets Supported 1b**

Indicator	Annual Target
College Readiness Reading	
CTE Industry Certification Exam Participation	20.0
College Readiness Mathematics	

**Resources Available to Support the Goal 2**

- College and Career Fair
- AP Classes
- School Wide SAT Test
- Florida Partnership
- Industry certification courses offered
- Vo-Tech offered to students
- CDS Childhood Development Services State mandated Modules
- School wide AVID strategies.
- ACT/SAT prep offered in NJROTC classes.

**Targeted Barriers to Achieving the Goal 3**

- Students not being ready for college courses
- Students not being ready to begin a career

**Plan to Monitor Progress Toward G6. 8**

Data showing what percentage of students who are college and/or career ready

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

Passing scores on college ready and industry certification assessments

**G7. Decrease the number of students with excessive unexcused absences to less than 3%. 1a**

G073703

**Targets Supported 1b**

Indicator	Annual Target
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Attendance rate

**Resources Available to Support the Goal 2**

- Skyward Computer System
- Postive Behavior System

**Targeted Barriers to Achieving the Goal 3**

- Student Motivation

**Plan to Monitor Progress Toward G7. 8**

The number of students with excessive unexcused absences will be collected

**Person Responsible**

Robert Piwowar

**Schedule**

Every 2 Months, from 9/30/2015 to 5/27/2016

**Evidence of Completion**

Report with number of and percentage of students with excessive unexcused absences will show a decrease

**G8. Decrease the number of events resulting in students being assigned to ISS and OSS by 10%. 1a**

G073704

**Targets Supported 1b**

Indicator	Annual Target
Discipline incidents	310.0

**Resources Available to Support the Goal 2**

- Skyward Computer System
- Rtl Problem Solving for Behavior Database.
- Planners with school policies listed in them

**Targeted Barriers to Achieving the Goal 3**

- Students unaware of school policies and procedures.

**Plan to Monitor Progress Toward G8. 8**

Discipline Referrals will be collected and tracked

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

The number of discipline referrals indicating the number of students assigned to ISS and OSS will be collected to determine if the number decreased.

**G9. Increase parental involvement in student affairs.** 1a

G073705

**Targets Supported** 1b

Indicator	Annual Target
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District Parent Survey

**Resources Available to Support the Goal** 2

- School Website
- School Marquee
- Remind System
- School Newsletter
- Skyward

**Targeted Barriers to Achieving the Goal** 3

- Parents being unaware of events and information.

**Plan to Monitor Progress Toward G9.** 8

The number of parents who attend select school events.

**Person Responsible**

Robert Piwowar

**Schedule**

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

**Evidence of Completion**

Sign in sheets for parents at select school events.

## 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 ELA Reading/Writing. **1**

 G073697

**G1.B1** Low comprehension of informational text **2**

 B192422

**G1.B1.S1** Achieve 3000 will be mandatory each week for all reading classes. Reading teachers will use the program in flexible groups in class and in the reading lab. **4**

 S203916

### Strategy Rationale

To expose the students to high reading materials to increase reading comprehension expectations for informational texts.

### Action Step 1 **5**

Schedule time for each reading class in the reading lab for student's to complete Achieve 3000

#### Person Responsible

Melissa Simmons

#### Schedule

Weekly, from 8/17/2015 to 5/20/2016

#### Evidence of Completion

Weekly Achieve 3000 reports

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

Monitor reading plan

**Person Responsible**

Melissa Simmons

**Schedule**

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

***Evidence of Completion***

Weekly Report of Articles Completed

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

Review of Achieve 3000 reports, DEA Assessments, FSA Assessments

**Person Responsible**

Melissa Simmons

**Schedule**

Monthly, from 8/17/2015 to 5/20/2016


***Evidence of Completion***

Achieve 3000 reports, DEA Assessments, FSA Assessments

**G1.B2** Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials. 2

 B192423

**G1.B2.S1** Zine-Zone Magazine Reading Program 4

 S203917

**Strategy Rationale**

Students are exposed to high interest; high reading level materials through magazines.

**Action Step 1** 5

Collect magazines to be placed in classrooms

**Person Responsible**

Melissa Simmons

**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Reading logs

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

Sign out of classroom sets of magazines

**Person Responsible**

Melissa Simmons

**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Magazine sign out sheets

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

Number of magazines checked out per student

**Person Responsible**

Melissa Simmons

**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Magazine Reading Logs

**G1.B2.S2** AVID critical reading skills being implemented and are taught using "AVID Weekly" articles (current event articles.) These articles are written at a high lexile level and include higher-order thinking questions. 4

 S203918

**Strategy Rationale**

To improve reading comprehension of complex materials for students.

**Action Step 1 5**

Present AVID weekly articles to students

**Person Responsible**

Melissa Simmons

**Schedule**

Weekly, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Student scores from questions



**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Evidence of program being implemented

**Person Responsible**

Melissa Simmons

**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Students' Weekly Scores

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Monitor student's lexile levels

**Person Responsible**

Melissa Simmons


**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Data from program

**G1.B3** Students lack vocabulary skill sets. 2

 B192424

**G1.B3.S1** Vocabulary will be presented in a variety of ways to include cause/effect programs, manipulative programs, and visuals. 4

 S203919

**Strategy Rationale**

Repetitive use of vocabulary will help the student learn the word.

**Action Step 1** 5

Ensure activities are included in lesson plans

**Person Responsible**

Preston Morgan

**Schedule**

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

***Evidence of Completion***

Lesson Plans

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

Review of Lesson Plans and Classroom walkthroughs

**Person Responsible**

Preston Morgan

**Schedule**

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

***Evidence of Completion***

Data on classroom walkthroughs

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

Review of Lesson Plans and Classroom walkthroughs

**Person Responsible**

Preston Morgan

**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Results of Vocabulary assessments

**G1.B5 Students have insufficient fluency in reading. 2**

 B192426

**G1.B5.S1** Required 30 minutes of sustained reading time in all intensive reading classes at least 3 days per week 4

 S203920

**Strategy Rationale**

The more time students spend on reading the better their comprehension and fluency will become.

**Action Step 1 5**

Provide students with 30 minutes of sustained reading time at least 3 times per week

**Person Responsible**

Melissa Simmons

**Schedule**

Daily, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Evidence of improved fluency in reading.

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

Make sure there is time provided for sustained reading

**Person Responsible**

Melissa Simmons

**Schedule**

Weekly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Lesson plans

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

Monitor if fluency in reading increases

**Person Responsible**

Melissa Simmons


**Schedule**

Monthly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Performance on Reading Assessments

**G1.B6** Students don't generalize learned reading strategies. 2

 B192427

**G1.B6.S1** Use Learning Focused Strategies. 4

 S203921

**Strategy Rationale**

This program helps students improve skills through strategies and organization. This program is used by district.

**Action Step 1** 5

Continue to incorporate LFS strategies in all classes

**Person Responsible**

Larry Woodward

**Schedule**

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

***Evidence of Completion***

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Evidence of LFS strategies in classrooms (graphic organizers, cooperative learning, summarization)

**Person Responsible**

Larry Woodward

**Schedule**

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

***Evidence of Completion***

Data from Classroom Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

PLC meetings including Data Chats of the effectiveness of LFS Strategies

**Person Responsible**

Larry Woodward

**Schedule**

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

**Evidence of Completion**

Data from reading assessments

**G1.B7 Students lack the ability to write a 5 paragraph essay 2**

 B192428

**G1.B7.S1 Teach the writing process to begin writing a 5 paragraph essay. 4**

 S203922

**Strategy Rationale**

To ensure that students have learned the fundamentals of writing.

**Action Step 1 5**

Create a schedule/curriculum to teach a 5 paragraph essay

**Person Responsible**

Barbara Didjurgis

**Schedule**

Biweekly, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Completed Schedule/Curriculum of 5 paragraph essay

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Write Score to be in place for monitoring

**Person Responsible**

Barbara Didjurgis

**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Essay scores. Writing is addressed on a continuing, regular basis with focus on organization and support.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Write Scores data for 9th and 10th grade

**Person Responsible**

Barbara Didjurgis

**Schedule**

Quarterly, from 8/17/2015 to 5/20/2016

**Evidence of Completion**

Results of Write Scores

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

 G073698

**G2.B1 Students have difficulty mastering mathematic concepts because they lack math foundation skills 2**

 B192429

**G2.B1.S1 Teachers will use AVID strategies such as utilizing graphic organizers and cornell notes to help students understand and master the math concepts. 4**

 S203923

**Strategy Rationale**

Through visuals and organization, students will have a better understanding of the math concepts.

**Action Step 1 5**

AVID strategies will be implemented in lessons.

**Person Responsible**

Doreen Oswald

**Schedule**

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

***Evidence of Completion***

Lesson Plans

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

PLCs where AVID strategies are discussed

**Person Responsible**

Preston Morgan

**Schedule**

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

***Evidence of Completion***

Lesson plans and classroom walk throughs



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

Results of Formative Assessments

**Person Responsible**

Doreen Oswald

**Schedule**

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


**Evidence of Completion**

Data from assessments

**G2.B2 New Common Core Standards** 2

 B192430

**G2.B2.S1 Use of LFS Strategies in classrooms** 4

 S203924

**Strategy Rationale**

The skills used in Learning Focus Strategies helps the students organize and practice skills to increase knowledge.

**Action Step 1** 5

Teachers will continue to use LFS Strategies

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

Lesson plans and classroom walk throughs

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

Monitoring of lesson plans and classroom walk throughs

**Person Responsible**

Preston Morgan

**Schedule**

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

***Evidence of Completion***

Lesson Plans and Data from classroom walk throughs

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

Analyzing the results from formative assessments

**Person Responsible**

Doreen Oswald


**Schedule**

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

***Evidence of Completion***

Formative Assessments Data

**G2.B3** End of Course exams being computer based. 2

 B192431

**G2.B3.S1** Use of technology based programs during instructions and tests. 4

 S203925

**Strategy Rationale**

Give students practice with the technology based programs and tests

**Action Step 1** 5

Monitoring of lesson plans to ensure they include technology

**Person Responsible**

Doreen Oswald

**Schedule**

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

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Review of lesson plans and classroom walk throughs

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

Lesson Plans and data from walk throughs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Analyze the results from Formative Assessments

**Person Responsible**

Doreen Oswald

**Schedule**

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


**Evidence of Completion**

Data from Formative Assessments


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

 G073699

**G3.B1 Students have difficulty with content area reading comprehension 2**

 B192433

**G3.B1.S1** Incorporate extended reading passages used in content areas to increase students ability to understand informational and non-fiction text. 4

 S203927

**Strategy Rationale**

By incorporating the extended reading passages, it allows the students ample opportunities to practice and refine this skill.

**Action Step 1 5**

Incorporate Study Island and Explore Learning in the Science curriculum

**Person Responsible**

Karen Ray

**Schedule**

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

**Evidence of Completion**

Lesson Plans and Web based data

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

Collect data from Study Island and Explore Learning

**Person Responsible**

Karen Ray

**Schedule**

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

***Evidence of Completion***

Data from Study Island and Explore Learning

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

Analyze data from formative assessments and state assessments during PLCs

**Person Responsible**

Karen Ray

**Schedule**

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

***Evidence of Completion***

Data from formative assessments and state assessments

**G4.** Students will show an increase in student achievement in Social Studies. 1

G073700

**G4.B1** Questions on the EOC are at a higher complexity than most students are accustomed to. 2

B192434

**G4.B1.S1** Teachers will adjust their formal assessments throughout the year to reflect higher level questioning. 4

S203928

### Strategy Rationale

With formal assessments reflecting higher level questioning it gives the students the opportunity to practice and be more at ease for the EOC.

### Action Step 1 5

Use questions from previously released EOCs to create assessments that have a high complexity.

#### Person Responsible

Danielle Stewart

#### Schedule

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

#### Evidence of Completion

New assessments used in US History

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

Analyzing the tests to determine if adjustments were made

#### Person Responsible

Danielle Stewart

#### Schedule

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

#### Evidence of Completion

Copies of the assessments

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

Analyze results of tests and EOC

**Person Responsible**

Danielle Stewart

**Schedule**

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


**Evidence of Completion**

Results of tests and EOC


**G5. Increase the participaiton and pass rate of AP courses and AP exams. 1**

 G073701

**G5.B1 Lack of awareness, motivation and/or support. 2**

 B192436

**G5.B1.S1 Pair AP Courses with AVID class 4**

 S203929

**Strategy Rationale**

The AVID program will provide the students with the support and motivation they need to succeed.

**Action Step 1 5**

Pair select AP courses with AVID classes

**Person Responsible**

Lacy Holloway

**Schedule**

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

**Evidence of Completion**

Confirm schedules of AVID students

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

Comparing class rosters of AVID courses with select AP courses

**Person Responsible**

Lacy Holloway

**Schedule**

***Evidence of Completion***

Class rosters of AVID and select AP classes

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

Compare class rosters each semester

**Person Responsible**

Lacy Holloway

**Schedule**

***Evidence of Completion***

Class rosters of AVID courses and select AP courses



**G5.B1.S2 Host a parent/student AP night** 4

S203930

**Strategy Rationale**

If students understand the benefits of AP courses they will be more likely to take them.

**Action Step 1** 5

Host a parent/student AP night. Send out information through various means informing students and parents of AP night

**Person Responsible**

Kelly Lawrence

**Schedule**

***Evidence of Completion***

Sign in sheets will be collected

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Evidence of information sent out

**Person Responsible**

Kelly Lawrence

**Schedule**

***Evidence of Completion***

Copy of information sent out

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Keep record of the number of parents and students that attend AP night

**Person Responsible**


Kelly Lawrence

**Schedule**

***Evidence of Completion***

Sign in sheet of those who attended AP night

**G5.B2** Students' inexperience with the format of AP courses and exams. 2

 B192437

**G5.B2.S1** Provide students with a syllabus outlining the course and administer practice tests prior to the AP exam. 4

 S203931

**Strategy Rationale**

If students know what to expect, they will be more successful.

**Action Step 1** 5

Provide students with the resources they need to be successful in AP courses.

**Person Responsible**

**Schedule**

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

***Evidence of Completion***

Syllabus for the course

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Collection of lesson plans and course syllabus

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

Course syllabus will be collected at the beginning of the course. Lesson plans will be collected

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Analyze results of practice tests and AP final exam.

**Person Responsible**

Kelly Lawrence

**Schedule**

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

**Evidence of Completion**

Results of practice test will be collected. Results of AP exam.

**G5.B3 Teachers' inexperience in teaching AP courses** 2

 B192438

**G5.B3.S1 Provide AP training for AP teachers.** 4

 S203932

**Strategy Rationale**

If teachers are properly trained in AP courses, student performance will increase

**Action Step 1** 5

Have AP teachers attend professional development in AP training

**Person Responsible**

Preston Morgan

**Schedule**

Semiannually, from 7/13/2015 to 6/22/2016

**Evidence of Completion**

Verification of attendance at professional development

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

Verify attendance of professional development workshops

**Person Responsible**

Preston Morgan

**Schedule**

Semiannually, from 7/22/2015 to 6/22/2016

**Evidence of Completion**

Agenda from professional development workshop

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7**

Analyze results from AP tests

**Person Responsible**

Kelly Lawrence

**Schedule**


**Evidence of Completion**

AP test results will be collected to determine if there was an increase in student scores.

**G6. Increase the number of students who are college and career ready. 1**

 G073702

**G6.B1 Students not being ready for college courses 2**

 B192439

**G6.B1.S1 Provide college readiness classes at the high school level. 4**

 S203933

**Strategy Rationale**

To make the student motivated and confident to go to college after graduation.

**Action Step 1 5**

Provide college readiness skills at the high school level

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

Lesson Plans

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

Evidence of college level skills used in lesson plans

**Person Responsible**

Preston Morgan

**Schedule**

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

***Evidence of Completion***

Review of Lesson Plans

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

Classroom assignments being completed at a college readiness level.

**Person Responsible**

Preston Morgan

**Schedule**

Weekly, from 8/7/2014 to 5/27/2015

***Evidence of Completion***

Passing grades at a higher scoring rubric

**G6.B1.S3** Provide AVID to all four grade levels. 4

S203935

**Strategy Rationale**

AVID provides students with the skills and confidence needed to be successful in college.

**Action Step 1** 5

AVID classes will be offered at all four grade levels

**Person Responsible**

Lacy Holloway

**Schedule**

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

**Evidence of Completion**

AVID courses offered to all four grade levels in the master schedule

**Plan to Monitor Fidelity of Implementation of G6.B1.S3** 6

AVID site team meetings

**Person Responsible**

Lacy Holloway

**Schedule**

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

**Evidence of Completion**

Agenda from meetings

**Plan to Monitor Effectiveness of Implementation of G6.B1.S3** 7

Analyze the college ready scores of the AVID students.

**Person Responsible**

Lacy Holloway


**Schedule**

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

**Evidence of Completion**

Results of college ready assessments

**G6.B2** Students not being ready to begin a career 2

 B192440

**G6.B2.S1** Increase the number of students enrolled in classes that offer industry certification 4

 S203936

**Strategy Rationale**

The more students that take courses that offer industry certification the more students that will be career ready.

**Action Step 1** 5

Promote advantages of holding a certification and help students understand their career options

**Person Responsible**

James Edwards

**Schedule**

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

**Evidence of Completion**

Copy of information given to students about certification

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** 6

Analysis of lesson plans

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

Collection of lesson plans



**Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7**

Track the number of students who take industry certification exams

**Person Responsible**

James Edwards

**Schedule**

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

**Evidence of Completion**

Results of industry certification exams


**G7. Decrease the number of students with excessive unexcused absences to less than 3%. 1**

 G073703

**G7.B1 Student Motivation 2**

 B192441

**G7.B1.S1 Develop positive incentives for attendance 4**

 S203938

**Strategy Rationale**

If students have incentives, their attendance will improve

**Action Step 1 5**

Create a plan to list positive incentives for students who have good attendance

**Person Responsible**

Robert Piwowar

**Schedule**

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

**Evidence of Completion**

List of positive incentives

**Plan to Monitor Fidelity of Implementation of G7.B1.S1 6**

Students with no unexcused absences and less than 3 absences per nine weeks will be entered into a drawing

**Person Responsible**

Robert Piwowar

**Schedule**

Quarterly, from 10/14/2015 to 5/27/2016

***Evidence of Completion***

List of students who won drawing

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

Track the number of students with no unexcused absences and less than 3 absences for the 9 weeks that are entered into the drawing

**Person Responsible**

Robert Piwowar

**Schedule**

Quarterly, from 10/14/2015 to 5/27/2016

***Evidence of Completion***

List of students who won drawing

**G7.B1.S2 Assign a mentor to every student.** 4

S203939

**Strategy Rationale**

Mentoring can help students achieve their potential and discover their strengths.

**Action Step 1** 5

Implement a one to one mentoring program for all students.

**Person Responsible**

Larry Woodward

**Schedule**

Daily, from 1/11/2016 to 5/27/2016

**Evidence of Completion**

Every student having a mentor.

**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

Collecting documentation of mentor meetings.

**Person Responsible**

Larry Woodward

**Schedule**

Quarterly, from 1/11/2016 to 5/27/2016

**Evidence of Completion**

Documentation logs of mentor meetings.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Collect data on student attendance to see if mentoring helped.

**Person Responsible**

Larry Woodward

**Schedule**

Monthly, from 1/11/2016 to 5/27/2016

**Evidence of Completion**

Mentoring meeting logs and attendance data

**G8.** Decrease the number of events resulting in students being assigned to ISS and OSS by 10%. 1

G073704

**G8.B1** Students unaware of school policies and procedures. 2

B192442

**G8.B1.S1** School Policies and Procedures printed in student school planners and also handed out on a separate paper and reviewed. 4

S203940

### **Strategy Rationale**

To ensure that students have the policies and procedures in their hands at all times for review.

### **Action Step 1** 5

Make students aware of School Policies and Procedures.

#### **Person Responsible**

Preston Morgan

#### **Schedule**

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

#### **Evidence of Completion**

Student's signature on policy page

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Teachers reviewing of School Policies and Procedures

#### **Person Responsible**

Preston Morgan

#### **Schedule**

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

#### **Evidence of Completion**

Lesson Plans with evidence of review of rules

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7**

Track the number of students assigned to ISS and OSS

**Person Responsible**

Preston Morgan

**Schedule**

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

**Evidence of Completion**

Track the number of students assigned to ISS and OSS to see if it decreases

**G9. Increase parental involvement in student affairs. 1**

 G073705

**G9.B1 Parents being unaware of events and information. 2**

 B192443

**G9.B1.S1 Use a variety of methods to disseminate information. 4**

 S203942

**Strategy Rationale**

The more methods used to disseminate information, the more likely the parents are to receive the information and be involved.

**Action Step 1 5**

Disseminate information through various means.

**Person Responsible**

Robert Piwowar

**Schedule**

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

**Evidence of Completion**

Emails, Newsletters, Texts, School Marquee, Website

**Plan to Monitor Fidelity of Implementation of G9.B1.S1 6**

Monitor the information given to parents and the method of delivery.

**Person Responsible**

Robert Piwowar

**Schedule**

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

**Evidence of Completion**

The number of parents given information and how it was delivered

**Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7**

Track the number of parents who sign up to receive information and attend various school events.

**Person Responsible**

Robert Piwowar

**Schedule**

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

**Evidence of Completion**

The number of of parents who have signed up to receive information throught the various means and the number of parents who attend various school events.

**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	Schedule time for each reading class in the reading lab for student's to complete Achieve 3000	Simmons, Melissa	8/17/2015	Weekly Achieve 3000 reports	5/20/2016 weekly
G1.B2.S1.A1	Collect magazines to be placed in classrooms	Simmons, Melissa	8/17/2015	Reading logs	5/20/2016 monthly
G1.B2.S2.A1	Present AVID weekly articles to students	Simmons, Melissa	8/17/2015	Student scores from questions	5/20/2016 weekly
G1.B3.S1.A1	Ensure activities are included in lesson plans	Morgan, Preston	8/10/2015	Lesson Plans	5/27/2016 weekly
G1.B5.S1.A1	Provide students with 30 minutes of sustained reading time at least 3 times per week	Simmons, Melissa	8/17/2015	Evidence of improved fluency in reading.	5/20/2016 daily
G1.B6.S1.A1	Continue to incorporate LFS strategies in all classes	Woodward, Larry	8/10/2015	Lesson Plans	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.B7.S1.A1	Create a schedule/curriculum to teach a 5 paragraph essay	Didjurgis, Barbara	8/17/2015	Completed Schedule/Curriculum of 5 paragraph essay	5/20/2016 biweekly
G2.B1.S1.A1	AVID strategies will be implemented in lessons.	Oswald, Doreen	8/10/2015	Lesson Plans	5/27/2016 daily
G2.B2.S1.A1	Teachers will continue to use LFS Strategies	Morgan, Preston	8/10/2015	Lesson plans and classroom walk throughs	5/27/2016 daily
G2.B3.S1.A1	Monitoring of lesson plans to ensure they include technology	Oswald, Doreen	8/10/2015	Lesson plans	5/27/2016 monthly
G3.B1.S1.A1	Incorporate Study Island and Explore Learning in the Science curriculum	Ray, Karen	8/10/2015	Lesson Plans and Web based data	5/27/2016 daily
G4.B1.S1.A1	Use questions from previously released EOCs to create assessments that have a high complexity.	Stewart, Danielle	8/10/2015	New assessments used in US History	5/27/2016 biweekly
G5.B1.S1.A1	Pair select AP courses with AVID classes	Holloway, Lacy	8/10/2015	Confirm schedules of AVID students	5/27/2016 daily
G5.B1.S2.A1	Host a parent/student AP night. Send out information through various means informing students and parents of AP night	Lawrence, Kelly	3/23/2016	Sign in sheets will be collected	annually
G5.B2.S1.A1	Provide students with the resources they need to be succesfull in AP courses.		8/10/2015	Syllabus for the course	5/27/2016 daily
G5.B3.S1.A1	Have AP teachers attend professional development in AP training	Morgan, Preston	7/13/2015	Verification of attendace at professional development	6/22/2016 semiannually
G6.B1.S1.A1	Provide college readiness skills at the high school level	Morgan, Preston	8/10/2015	Lesson Plans	5/27/2016 weekly
G6.B1.S3.A1	AVID classes will be offered at all four grade levels	Holloway, Lacy	8/10/2015	AVID courses offered to all four grade levels in the master schedule	5/27/2016 daily
G6.B2.S1.A1	Promote advantages of holding a certification and help students understand their career options	Edwards, James	8/10/2015	Copy of information given to students about certification	5/27/2016 monthly
G7.B1.S1.A1	Create a plan to list positive incentives for students who have good attendance	Piwowar, Robert	8/10/2015	List of positive incentives	5/27/2016 monthly
G7.B1.S2.A1	Implement a one to one mentoring program for all students.	Woodward, Larry	1/11/2016	Every student having a mentor.	5/27/2016 daily
G8.B1.S1.A1	Make students aware of School Policies and Procedures.	Morgan, Preston	8/10/2015	Student's signature on policy page	5/27/2016 annually
G9.B1.S1.A1	Disseminate information through various means.	Piwowar, Robert	8/10/2015	Emails, Newsletters, Texts, School Marquee, Website	5/27/2016 weekly
G1.MA1	Achieve 3000 reports and DEA Assessment reports	Simmons, Melissa	8/17/2015	Achieve 3000 reports, DEA Assessments, FSA Assessments	5/20/2016 monthly
G1.B1.S1.MA1	Review of Achieve 3000 reports, DEA Assessments, FSA Assessments	Simmons, Melissa	8/17/2015	Achieve 3000 reports, DEA Assessments, FSA Assessments	5/20/2016 monthly
G1.B1.S1.MA1	Monitor reading plan	Simmons, Melissa	8/10/2015	Weekly Report of Articles Completed	5/27/2016 monthly
G1.B2.S1.MA1	Number of magazines checked out per student	Simmons, Melissa	8/17/2015	Magazine Reading Logs	5/20/2016 monthly
G1.B2.S1.MA1	Sign out of classroom sets of magazines	Simmons, Melissa	8/17/2015	Magazine sign out sheets	5/20/2016 monthly
G1.B3.S1.MA1	Review of Lesson Plans and Classroom walkthroughs	Morgan, Preston	8/17/2015	Results of Vocabulary assessments	5/20/2016 monthly
G1.B3.S1.MA1	Review of Lesson Plans and Classroom walkthroughs	Morgan, Preston	8/10/2015	Data on classroom walkthroughs	5/27/2016 biweekly
G1.B5.S1.MA1	Monitor if fluency in reading increases	Simmons, Melissa	8/17/2015	Performance on Reading Assessments	5/20/2016 monthly
G1.B5.S1.MA1	Make sure there is time provided for sustained reading	Simmons, Melissa	8/17/2015	Lesson plans	5/20/2016 weekly

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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.B6.S1.MA1	PLC meetings including Data Chats of the effectiveness of LFS Strategies	Woodward, Larry	8/10/2015	Data from reading assessments	5/27/2016 monthly
G1.B6.S1.MA1	Evidence of LFS strategies in classrooms (graphic organizers, cooperative learning, summarization)	Woodward, Larry	8/10/2015	Data from Classroom Walkthroughs	5/27/2016 weekly
G1.B7.S1.MA1	Write Scores data for 9th and 10th grade	Didjurgis, Barbara	8/17/2015	Results of Write Scores	5/20/2016 quarterly
G1.B7.S1.MA1	Write Score to be in place for monitoring	Didjurgis, Barbara	8/17/2015	Essay scores. Writing is addressed on a continuing, regular basis with focus on organization and support.	5/20/2016 every-6-weeks
G1.B2.S2.MA1	Monitor student's lexile levels	Simmons, Melissa	8/17/2015	Data from program	5/20/2016 monthly
G1.B2.S2.MA1	Evidence of program being implemented	Simmons, Melissa	8/17/2015	Students' Weekly Scores	5/20/2016 monthly
G2.MA1	Formative Assessment Data, EOC data	Oswald, Doreen	8/10/2015	Formative Assessment Data, EOC data	5/27/2016 monthly
G2.B1.S1.MA1	Results of Formative Assessments	Oswald, Doreen	8/10/2015	Data from assessments	5/27/2016 monthly
G2.B1.S1.MA1	PLCs where AVID strategies are discussed	Morgan, Preston	8/10/2015	Lesson plans and classroom walk throughs	5/27/2016 biweekly
G2.B2.S1.MA1	Analyzing the results from formative assessments	Oswald, Doreen	8/10/2015	Formative Assessments Data	5/27/2016 monthly
G2.B2.S1.MA1	Monitoring of lesson plans and classroom walk throughs	Morgan, Preston	8/10/2015	Lesson Plans and Data from classroom walk throughs	5/27/2016 biweekly
G2.B3.S1.MA1	Analyze the results from Formative Assessments	Oswald, Doreen	8/10/2015	Data from Formative Assessments	5/27/2016 monthly
G2.B3.S1.MA1	Review of lesson plans and classroom walk throughs	Morgan, Preston	8/10/2015	Lesson Plans and data from walk throughs	5/27/2016 biweekly
G3.MA1	Collect data from formative assessments and state assessments	Ray, Karen	8/10/2015	Data from formative assessments and state assessments	5/27/2016 every-6-weeks
G3.B1.S1.MA1	Analyze data from formative assessments and state assessments during PLCs	Ray, Karen	8/10/2015	Data from formative assessments and state assessments	5/27/2016 monthly
G3.B1.S1.MA1	Collect data from Study Island and Explore Learning	Ray, Karen	8/10/2015	Data from Study Island and Explore Learning	5/27/2016 monthly
G4.MA1	Results of tests and EOC will be discussed during PLCs	Stewart, Danielle	8/10/2015	Results of tests and EOC	5/27/2016 monthly
G4.B1.S1.MA1	Analyze results of tests and EOC	Stewart, Danielle	8/10/2015	Results of tests and EOC	5/27/2016 monthly
G4.B1.S1.MA1	Analyzing the tests to determine if adjustments were made	Stewart, Danielle	8/10/2015	Copies of the assessments	5/27/2016 quarterly
G5.MA1	Collect data results of AP exams	Lawrence, Kelly	7/11/2016	Results from AP exams	annually
G5.B1.S1.MA1	Compare class rosters each semester	Holloway, Lacy	8/10/2015	Class rosters of AVID courses and select AP courses	semiannually
G5.B1.S1.MA1	Comparing class rosters of AVID courses with select AP courses	Holloway, Lacy	8/10/2015	Class rosters of AVID and select AP classes	annually
G5.B2.S1.MA1	Analyze results of practice tests and AP final exam.	Lawrence, Kelly	8/10/2015	Results of practice test will be collected. Results of AP exam.	5/27/2016 monthly
G5.B2.S1.MA1	Collection of lesson plans and course syllabus	Morgan, Preston	8/10/2015	Course syllabus will be collected at the beginning of the course. Lesson plans will be collected	5/27/2016 weekly
G5.B3.S1.MA1	Analyze results from AP tests	Lawrence, Kelly	7/11/2016	AP test results will be collected to determine if there was an increase in student scores.	annually
G5.B3.S1.MA1	Verify attendance of professional development workshops	Morgan, Preston	7/22/2015	Agenda from professional development workshop	6/22/2016 semiannually



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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
G5.B1.S2.MA1	Keep record of the number of parents and students that attend AP night	Lawrence, Kelly	3/23/2016	Sign in sheet of those who attended AP night	annually
G5.B1.S2.MA1	Evidence of information sent out	Lawrence, Kelly	3/23/2016	Copy of information sent out	annually
G6.MA1	Data showing what percentage of students who are college and/or career ready	Morgan, Preston	8/10/2015	Passing scores on college ready and industry certification assessments	5/27/2016 semiannually
G6.B1.S1.MA1	Classroom assignments being completed at a college readiness level.	Morgan, Preston	8/7/2014	Passing grades at a higher scoring rubric	5/27/2015 weekly
G6.B1.S1.MA1	Evidence of college level skills used in lesson plans	Morgan, Preston	8/10/2015	Review of Lesson Plans	5/27/2016 monthly
G6.B2.S1.MA1	Track the number of students who take industry certification exams	Edwards, James	8/10/2015	Results of industry certification exams	5/27/2016 annually
G6.B2.S1.MA1	Analysis of lesson plans	Morgan, Preston	8/10/2015	Collection of lesson plans	5/27/2016 weekly
G6.B1.S3.MA1	Analyze the college ready scores of the AVID students.	Holloway, Lacy	8/10/2015	Results of college ready assessments	5/27/2016 semiannually
G6.B1.S3.MA1	AVID site team meetings	Holloway, Lacy	8/10/2015	Agenda from meetings	5/27/2016 monthly
G7.MA1	The number of students with excessive unexcused absences will be collected	Piwowar, Robert	9/30/2015	Report with number of and percentage of students with excessive unexcused absences will show a decrease	5/27/2016 every-2-months
G7.B1.S1.MA1	Track the number of students with no unexcused absences and less than 3 absences for the 9 weeks that are entered into the drawing	Piwowar, Robert	10/14/2015	List of students who won drawing	5/27/2016 quarterly
G7.B1.S1.MA1	Students with no unexcused absences and less than 3 absences per nine weeks will be entered into a drawing	Piwowar, Robert	10/14/2015	List of students who won drawing	5/27/2016 quarterly
G7.B1.S2.MA1	Collect data on student attendance to see if mentoring helped.	Woodward, Larry	1/11/2016	Mentoring meeting logs and attendance data	5/27/2016 monthly
G7.B1.S2.MA1	Collecting documentation of mentor meetings.	Woodward, Larry	1/11/2016	Documentation logs of mentor meetings.	5/27/2016 quarterly
G8.MA1	Discipline Referrals will be collected and tracked	Morgan, Preston	8/10/2015	The number of discipline referrals indicating the number of students assigned to ISS and OSS will be collected to determine if the number decreased.	5/27/2016 biweekly
G8.B1.S1.MA1	Track the number of students assigned to ISS and OSS	Morgan, Preston	8/10/2015	Track the number of students assigned to ISS and OSS to see if it decreases	5/27/2016 biweekly
G8.B1.S1.MA1	Teachers reviewing of School Policies and Procedures	Morgan, Preston	8/10/2015	Lesson Plans with evidence of review of rules	5/27/2016 quarterly
G9.MA1	The number of parents who attend select school events.	Piwowar, Robert	8/10/2015	Sign in sheets for parents at select school events.	5/27/2016 monthly
G9.B1.S1.MA1	Track the number of parents who sign up to receive information and attend various school events.	Piwowar, Robert	8/10/2015	The number of of parents who have signed up to receive information through the various means and the number of parents who attend various school events.	5/27/2016 monthly
G9.B1.S1.MA1	Monitor the information given to parents and the method of delivery.	Piwowar, Robert	8/10/2015	The number of parents given information and how it was delivered	5/27/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development 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 ELA Reading/Writing.

**G1.B2** Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials.

**G1.B2.S2** AVID critical reading skills being implemented and are taught using "AVID Weekly" articles (current event articles.) These articles are written at a high lexile level and include higher-order thinking questions.

#### PD Opportunity 1

Present AVID weekly articles to students

##### Facilitator

AVID Coordinator

##### Participants

Reading Teachers

##### Schedule

Weekly, from 8/17/2015 to 5/20/2016

### G1.B6 Students don't generalize learned reading strategies.

**G1.B6.S1** Use Learning Focused Strategies.

#### PD Opportunity 1

Continue to incorporate LFS strategies in all classes

##### Facilitator

District Staff

##### Participants

All Teachers

##### Schedule

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

**G1.B7** Students lack the ability to write a 5 paragraph essay

**G1.B7.S1** Teach the writing process to begin writng a 5 paragraph essay.

**PD Opportunity 1**

Create a schedule/curriculum to teach a 5 paragraph essay

**Facilitator**

ELA Department Chair

**Participants**

All teachers

**Schedule**

Biweekly, from 8/17/2015 to 5/20/2016

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

**G2.B1** Students have difficulty mastering mathematic concepts because they lack math foundation skills

**G2.B1.S1** Teachers will use AVID strategies such as utilizing graphic organizers and cornell notes to help students understand and master the math concepts.

**PD Opportunity 1**

AVID strategies will be implemented in lessons.

**Facilitator**

AVID Coordinator

**Participants**

Math Teachers

**Schedule**

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

**G2.B2** New Common Core Standards

**G2.B2.S1** Use of LFS Strategies in classrooms

**PD Opportunity 1**

Teachers will continue to use LFS Strategies

**Facilitator**

District Staff

**Participants**

Math Teachers

**Schedule**

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

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

**G3.B1** Students have difficulty with content area reading comprehension

**G3.B1.S1** Incorporate extended reading passages used in content areas to increase students ability to understand informational and non-fiction text.

**PD Opportunity 1**

Incorporate Study Island and Explore Learning in the Science curriculum

**Facilitator**

Science Department Chair

**Participants**

Science Teachers

**Schedule**

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

**G4. Students will show an increase in student achievement in Social Studies.**

**G4.B1** Questions on the EOC are at a higher complexity than most students are accustomed to.

**G4.B1.S1** Teachers will adjust their formal assessments throughout the year to reflect higher level questioning.

**PD Opportunity 1**

Use questions from previously released EOCs to create assessments that have a high complexity.

**Facilitator**

Social Studies Department Chair

**Participants**

Social Studies Teachers

**Schedule**

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

**G5. Increase the participation and pass rate of AP courses and AP exams.**

**G5.B3** Teachers' inexperience in teaching AP courses

**G5.B3.S1** Provide AP training for AP teachers.

**PD Opportunity 1**

Have AP teachers attend professional development in AP training

**Facilitator**

College Board and FL Partnership

**Participants**

AP teachers

**Schedule**

Semiannually, from 7/13/2015 to 6/22/2016

**G6.** Increase the number of students who are college and career ready.

**G6.B1** Students not being ready for college courses

**G6.B1.S1** Provide college readiness classes at the high school level.

**PD Opportunity 1**

Provide college readiness skills at the high school level

**Facilitator**

Administration

**Participants**

Classroom Teachers

**Schedule**

Weekly, 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	Schedule time for each reading class in the reading lab for student's to complete Achieve 3000				\$0.00
2	G1.B2.S1.A1	Collect magazines to be placed in classrooms				\$0.00
3	G1.B2.S2.A1	Present AVID weekly articles to students				\$0.00
4	G1.B3.S1.A1	Ensure activities are included in lesson plans				\$0.00
5	G1.B5.S1.A1	Provide students with 30 minutes of sustained reading time at least 3 times per week				\$0.00
6	G1.B6.S1.A1	Continue to incorporate LFS strategies in all classes				\$0.00
7	G1.B7.S1.A1	Create a schedule/curriculum to teach a 5 paragraph essay				\$0.00
8	G2.B1.S1.A1	AVID strategies will be implemented in lessons.				\$0.00
9	G2.B2.S1.A1	Teachers will continue to use LFS Strategies				\$0.00
10	G2.B3.S1.A1	Monitoring of lesson plans to ensure they include technology				\$0.00
11	G3.B1.S1.A1	Incorporate Study Island and Explore Learning in the Science curriculum				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0171 - South Sumter High School	School Improvement Funds		\$600.00
<i>Notes: To improve student performance in scienc</i>						
12	G4.B1.S1.A1	Use questions from previously released EOCs to create assessments that have a high complexity.				\$0.00
13	G5.B1.S1.A1	Pair select AP courses with AVID classes				\$0.00
14	G5.B1.S2.A1	Host a parent/student AP night. Send out information through various means informing students and parents of AP night				\$0.00
15	G5.B2.S1.A1	Provide students with the resources they need to be succesfull in AP courses.				\$0.00
16	G5.B3.S1.A1	Have AP teachers attend professional development in AP training				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0171 - South Sumter High School	Title II		\$600.00
<i>Notes: To improve instruction in AP courses</i>						

<b>Budget Data</b>						
17	G6.B1.S1.A1	Provide college readiness skills at the high school level				\$0.00
18	G6.B1.S3.A1	AVID classes will be offered at all four grade levels				\$0.00
19	G6.B2.S1.A1	Promote advantages of holding a certification and help students understand their career options				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0171 - South Sumter High School	Title II		\$600.00
<i>Notes: To promote industry certifications that are available to students</i>						
20	G7.B1.S1.A1	Create a plan to list positive incentives for students who have good attendance				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0171 - South Sumter High School	School Improvement Funds		\$250.00
<i>Notes: To improve student attendance</i>						
21	G7.B1.S2.A1	Implement a one to one mentoring program for all students.				\$0.00
22	G8.B1.S1.A1	Make students aware of School Policies and Procedures.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0171 - South Sumter High School	School Improvement Funds		\$3,000.00
<i>Notes: Provide planners to students</i>						
23	G9.B1.S1.A1	Disseminate information through various means.				\$0.00
					<b>Total:</b>	<b>\$5,050.00</b>