

Seminole County Public Schools

# South Seminole Middle School



2015-16 School Improvement Plan

## South Seminole Middle School

101 S WINTER PARK DR, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0201>

### 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)
Middle	Yes	65%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	53%

### 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	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Seminole 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to empower students to achieve academic excellence, embrace cultural diversity and develop leadership traits in a global society.

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

Empowering, Inspiring and Globally Connecting South Seminole Students to become 21st Century Leaders.

#### School Environment

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

Culturally Relevant Teaching (CRT) trainings are being implemented at SSMS throughout the 2015-2016 school year. The intent of this professional development plan is to first work with teachers on their own understandings of what it means to be culturally relevant, understand how their own biases effect instruction and then how to become more culturally relevant in the classroom. The second phase of training will focus on building leadership capacity, as we train teachers to become CRT leaders at their own sites. The role of the CRT leaders at SSMS will be to serve as a resource and on-site support for their colleagues, via modeling culturally relevant teaching in their own class or helping with resources or planning around CRT.

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

SSMS implements a school wide anti bullying prevention program. The administrators maintain an open door policy that allows students and parents to contact any school employee to report an incident. The concern is thoroughly investigated and reviewed to discuss plausible solutions to the problem, as well as providing consequences, if needed. The school based bully prevention contact person is required to report all substantiated cases in the state database.

There are at least eight to ten school personnel assigned morning and afternoon duties to provide student supervision. There is a fence surrounding the entire campus. There is one School Resource Officer (SRO) available during school hours, as well as at some events after school. In addition to the school Principal there are three school-based Assistant Principals, two Deans and one School Administrative Manager. At least one Administrator attends every event on campus and off-campus activities, as needed. If there is a need for additional law enforcement officers on campus, the School Resource Officer can request further assistance through the Casselberry Police Department. There are two crossing guards located at the gate where roughly 40% of all students enter and leave school every day.

##### **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**

South Seminole Middle School uses the Positive Behavior Support: A Multi-Tiered Support System. The PBS/MTSS process is a team-based approach that relies on a strong collaboration between



families and professionals from a variety of disciplines regardless of the level implemented. PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

**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**

Certified School Counselors are available to assist students when they are upset or have a social or emotional conflict. We discuss the problem to determine how to intercede. We support students to address a social conflict with other peers (i.e. ignore behavior, write a statement for Discipline, review coping strategies to handle the situation). Occasionally, we need to request a No Contact Contract between students. If between student and parent, advise open communication and perspective from both sides. If between student and teacher, address how to approach teacher or intervene, if necessary.

In cases of self-injurious behavior, we counsel no harm but contact parent to advise help or involve our SRO to help assess student's emotional state if student is threatening suicide. We complete referrals to the School Social Worker for counseling, support (FIT students), and parent training.

**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**

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk or are identified as having early warning indicators in academics and/or behavior. The team conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data is aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of not graduating (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	4	3	5	12
One or more suspensions	0	0	1	1
Course failure in ELA or Math	11	20	11	42
Level 1 on statewide assessment	53	58	74	185

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	9	4	20

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

The following are interventions used at South Seminole Middle:

- i-Ready - students are identified and placed in a computer-based Academic Support class to focus on reading and math. Students are pulled into small groups to work on specific area of need.
- Reading Plus - Teachers monitor student progress using Reading Plus to track students' response to instructional interventions. Students who are in a Corrective Reading class have been identified to utilize this program.
- Test taking skills discussion - Students have been identified and placed in an Academic Support class in which strategies are taught for better test taking skills. This includes how to handle test anxiety.
- Assistance with regular classwork/HW - The Academic Intervention Specialist has identified the at-risk students and provides small group pull-out or push in to regular education classrooms to offer additional support for the identified students. Additionally, the academic intervention program has identified specific students to participate in a club (Vision Driven), which focuses on academic and behavior support both in and out of the classroom.
- Transition Program with feeder high schools
- 21st Century after-school Tutorial and Enrichment Program - This program supports student learning and personal development, including, but not limited to: tutoring and mentoring, homework time and assistance, academic enrichment (reading, math, science, and technology programs), service learning character education, physical education and recreational activities, and drop-out prevention.
- Counseling - Counselors meet with students and parents to discuss areas of concern. They track student attendance and communicate both verbally and written with all involved parties. When warranted, they make a referral to the MTSS team or SST.
- Literacy Leadership Team - Provide instructional strategies to classroom teachers to foster improved classroom instruction. In addition, the coaches assess students to ensure proper academic placement.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188838>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners' programs. As applicable, administrators serve on local Rotary clubs, Chamber of Commerce, etc. In addition, faith-based leaders are invited to form relationships with local schools.

**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
Coleman Baker, Mia	Principal
Grace, Linion	Dean
BESS, BRENDAN	Assistant Principal
CIOCCA, JULIE	Assistant Principal
ELKHARCHAFI, PATRICIA	Assistant Principal
FERNANDEZ, RAFAEL	Dean
Maffuz, Janice	Dean

**Duties**

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

Literacy, Writing, and Math Instructional Coaches: Provides information about core instruction, participates in student data collection, develops and helps with delivery of Tier I instruction/ intervention, collaborates with other staff to develop Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. They develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervention services for student to

be considered; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plans, supports the implementation of Tier 1, 2, and 3 intervention plans.

Staffing Specialist, Guidance Counselors, Academic Intervention Specialists: Participates in student data collection, integrates core instructional activities/materials into Tier 1, 2, 3 instruction, and collaborates with general education teachers.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

Technology Coordinator: Develops or brokers technology necessary to manage and display data; provides professional development and technical support.

Deans: Coordinate the MTSS process with all stakeholders listed above and are the point persons for the MTSS process.

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

To implement and coordinate the school's MTSS efforts through professional development, aggressive research and analysis of data to identify students' needs, and data driven intervention to satisfy these needs. The team will meet on a monthly basis to review student data, social issues, new students; to identify student success and students who are at risk. The team will make decisions based on data and information. Discussion will determine if there is a need for professional development, program implementations, adjustment of schedules, or community service involvement. The team will also analyze, monitor progress and make accommodations as needed based on data. The focus for this year will be to continue building a strong foundation for the MTSS team and to provide MTSS training to new teachers, along with implementing an MTSS Tracking System. The MTSS team works in conjunction with other school teams to provide appropriate interventions, and assistance in selecting strategies based on student needs. The MTSS team also provides guidance, information, and support with data interpretation.

South Seminole Middle School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Mia Coleman-Baker	Principal
Linion Grace	Student
Fran Utchel	Teacher
Lizette Gonzalez	Teacher
Michelle Fitzpatrick	Parent
Edwarnique Lapointe-Cooper	Parent
Marilyn Leenen	Education Support Employee
Kelly Mawhinney	Parent
Cindy Williams	Parent
Meagan Williams	Parent
Asha Lapointe	Student
Shiela Wyatt	Parent
Masuma Virji	Parent
Theresa Rotolo	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*

SAC will review collectively analyze 2014-2015 data to assist in setting goals for the 2015-16. SAC members had the opportunity to provide feedback and ask questions.

*Development of this school improvement plan*

SAC will be involved in the development, review and implementation of the School Improvement Plan through member involvement, feedback, data review and analysis. SAC will additionally target areas of concern and set goals for improvement.

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

After reviewing the success and areas of concern, SAC collaborated on the plan with the school to devise the annual SAC budget and how the funds would be dispersed.

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

Current Balance: \$1972  
 10% Teacher Grants \$197.20  
 30% PBS \$591.60  
 30% ELA & Math support/enrichment \$591.60  
 30% Leadership Magnet projects \$591.60  
 100% Of the SAC Budget

**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
Coleman Baker, Mia	Principal
CIOCCA, JULIE	Assistant Principal
Hunziker, Donna	Instructional Coach
BESS, BRENDAN	Assistant Principal
ELKHARCHAFI, PATRICIA	Assistant Principal
Scheiner, Cicely	Instructional Coach
Reid, Clifphene	Instructional Coach

**Duties**

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

- Reading Edge 2.0 - Reading staff will be trained and implement Edge program. Literacy Coach and SFA consultant and Administration will support and monitor progress towards refinement. Member center will provide monitoring information.
- PLC - Staff participate in weekly PLC meetings and monthly published PLC meetings. Coaches/ Administration support PLC learning and growth. PLC notes are kept weekly.
- Close Reading - Staff will be provided with instructional materials and ideas for implementing Close Reading strategies across the curriculum. Coaches will provide modeled lessons and support through implementation of the strategy. ELA teachers will implement close reading.
- Reciprocal Teaching - The purpose of reciprocal teaching is empower students to utilize the 4 core reading strategies: summarize, clarify, predict, questioning across all text.
- Instructional Strategies - Staff will participate in monthly professional development to address their greatest areas of need. Professional Development will include lead21: growth mindset. interactive notebook etc.
- Academic Vocabulary - Tier 2 and 3 Academic Vocabulary Words identified in Edge 2.0 will be provided to all content area teachers on posters or card stock. Suggestions for supporting the use of these content area academic vocabulary words will be supplied to all teachers.
- \*BAV- teacher are implementing steps 1-6 of BAV in ELA/Sci/SS support knowledge of academic terms.

**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**

Teachers participate in Professional Learning Communities aligned with the continuous improvement model. It provides teachers with a systematic approach to work together, analyze and improve classroom instruction. PLCs are characterized as collaborations centered around trust and collegiality that are “data –informed, standards-driven and focused on instruction, equity and results. The opportunity to build capacity is a natural product of collaborative planning, as well as shared responsibility and accountability.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follows an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## **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***

The core curricula of South Seminole Middle School are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida 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***

Teachers utilizes data collected via common assessments, progress monitoring and formative assessments to meet the needs of the individual students. The instructional coaches are working collaboratively with the teachers to develop and implement small group instruction within the classroom. We utilize our IMPACT period (8th period block) to target areas of deficiency and provide a framework and timeline for students to work on the needed skills. Additionally, our Academic

intervention team has developed an academic "Push In" or "Pull Out" model to further assist the Lowest Quartile 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:** Extended School Day

**Minutes added to school year:** 6,480

IMPACT Schedule - The IMPACT schedule is an implementation to give our students additional time to target areas that will make a difference in their academic performance. Activities during this time are: remediation, student tracking, differentiated instruction, make up work, small group instruction, station learning, previewing lessons, reinforcing lessons, etc.

### **Strategy Rationale**

This strategy is being implemented to give our students additional time to enhance their academic performance.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

Coleman Baker, Mia, mia\_coleman-baker@scps.k12.fl.us

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

Common formative assessments which are discussed in the PLC's.

## **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**

Seminole County Schools implements a Summer Transition Program for 8th grade students who have less than 2.0 GPA, been assigned to high school, have received a level 1 and/or 2 on FSA Math, retained more than once, identified with a high risk school score, or recommended by School Principal. This program allows the students to have individualized instruction from a certified teacher during the summer months to avoid the gap in education.

Seminole County Schools also provides Summer Bridges, which offers explicit reading instruction for incoming 6th grade students who are not fluent in an effort to accelerate the acquisition of literacy skills.

### **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**



N/A

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

N/A

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

iJourney has been added as a component of our Emerging Leaders course which consists of all 7th grade students. iJourney is designed to help students plan and think about their future. Each student will conclude with a Museum of Me PowerPoint to showcase their assignments and learning throughout the course. They will develop an adaptable Portfolio to be used by teachers, counselors, and administrators to assist students with decisions about their educational pathway.

**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**

N/A

## 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.** To provide interventions to ensure all students have the necessary support to achieve at a high level.
- G2.** To ensure rigorous instruction and assessment opportunities are provided for all students.
- G3.** To improve relationships among all SSMS stakeholders(staff, students, families, community)
- G4.** By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%.

## 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.** To provide interventions to ensure all students have the necessary support to achieve at a high level.

1a

G074421

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	78.0
FSA English Language Arts - Achievement	
FAA Science Proficiency	
FAA Writing Proficiency	

**Resources Available to Support the Goal** 2

- iReady reading and math integration
- RISE (Grade Recovery)
- Vision Driven - Support of our Black and Hispanic FRL students with 7 or more referrals coupled with a low GPA below 2.0
- Teach Down the Gap Plan

**Targeted Barriers to Achieving the Goal** 3

- Lack of fidelity in the support programs

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

Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students

**Person Responsible**

Mia Coleman Baker

**Schedule**

Daily, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Common Assessment each quarter, Administrative and Instructional Coaches meeting to discuss instructional trends. AIP team will monitor and analyze student data through Skyward and Edinsight.

**G2. To ensure rigorous instruction and assessment opportunities are provided for all students.** 1a

G074422

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	78.0
U.S. History EOC Pass	
FCAT 2.0 Writing Proficiency	
FAA Science Proficiency	

**Resources Available to Support the Goal** 2

- Professional Development
- Personnel
- Time
- Timely feedback

**Targeted Barriers to Achieving the Goal** 3

- Time

**G3. To improve relationships among all SSMS stakeholders(staff, students, families, community)** 1a

G074423

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- School personnel
- Time
- Professional develop

**Targeted Barriers to Achieving the Goal** 3

- Fixed mindset

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

Walk-through data, PLC artifacts, Discipline data, and climate surveys will be used to monitor progress towards this goals.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Biweekly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Walk-through data, PLC artifacts, Discipline data, and climate surveys will be used to determine progress towards this goals.

**G4.** By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%. 1a

G074424

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	64.0
AMO Math - Hispanic	73.0
AMO Math - White	83.0
FSA Mathematics - Achievement	66.0
AMO Reading - African American	70.0
AMO Reading - Hispanic	71.0
AMO Reading - White	84.0
FSA English Language Arts - Achievement	65.0

**Resources Available to Support the Goal** 2

- After school tutorial and enrichment programs
- Student mentorship programs
- Personnel trained in culturally relevant teaching
- Progress monitoring
- Cultural relevant materials

**Targeted Barriers to Achieving the Goal** 3

- Fidelity in implementation of programs, negative attitudes, and lack of time for developing high quality professional development

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

DE data, FSA data

**Person Responsible**

Mia Coleman Baker

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

DE data, FSA data, progress reports, report cards will be used to monitor progress towards the goals

## 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.** To provide interventions to ensure all students have the necessary support to achieve at a high level. 1

G074421

**G1.B1** Lack of fidelity in the support programs 2

B194277

**G1.B1.S1** To provide additional support to students such as: 1. Teach Down the Gap Plan: Each PLC will look for trends in your data: Do you see a pattern of regression in your subgroups? Does ESE or Low SES (FRL) status seem to be a factor? Is there a relationship between Reading and Math regression? Focus on incorporation with Design Question 2. Vision Driven – Support of our Black, Hispanic & FRL students with 7 or more referrals coupled with low GPA below 2.0 3. Provide club time to enhance individual interests and build leadership skills 4. RISE- Grade recovery opportunity for students to complete assignments and receive support with academics during 8th period 5. Support PLCs with understanding and implementing the Cycle of Effective Instruction - the alignment of indicators 50,51 & 52 (reflection & pedagogy) with indicators 47,48,49 (planning for students) 6. Provide opportunity for 8th grade Hispanic; Black; FRL students to participate in Advanced Science & Social Studies 7. ESOL Level 1 & 2 Readers and placed in SF ESOL sections of Adv. Sci and Adv. SS 8. I Ready Reading and Math integration in ELA and Math content courses 4

S205812

### Strategy Rationale

If implemented with fidelity these additional supports will allow students to achieve at a higher level.

### Action Step 1 5

Provide students with additional support to gain a higher level of achievement.

#### Person Responsible

Mia Coleman Baker

#### Schedule

Weekly, from 8/17/2015 to 8/17/2015

#### Evidence of Completion

Common Assessment each quarter, Administrative and Instructional Coaches meeting to discuss instructional trends. AIP team will monitor and analyze student data through Skyward and Edinsight.

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

Tracking of student progress in Academic Intervention Program, Administrative walk-throughs, Trends in discipline data. Evaluate student performance on progress monitoring assessments

**Person Responsible**

Mia Coleman Baker

**Schedule**

Daily, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Academic support team referrals, PLC notes, Academic Intervention team notes. Walk-through notes

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

Interventions for students will be tracked to assess if they are appropriate and successful in increasing student achievement.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Daily, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Student Progress Report, Weekly point sheets, Progress Monitoring



**G2.** To ensure rigorous instruction and assessment opportunities are provided for all students. 1

G074422

**G2.B1** Time 2

B194278

**G2.B1.S1** Targeted walkthroughs based on research content strategies used to generate student evidence. Focus Indicators include: 1, 2, 3, 10, 11, 12, 13, 17, 18, 19, 20, 22, 24, 26, and 31. 4

S205813

### **Strategy Rationale**

By conducting walk throughs, and providing focused feedback opportunities for model teaching, all students will receive rigorous instructions and assessment opportunities.

### **Action Step 1** 5

Daily walkthroughs of classrooms with feedback, leadership team will analyze walkthrough data weekly.

#### **Person Responsible**

Mia Coleman Baker

#### **Schedule**

Weekly, from 8/17/2015 to 5/31/2016

#### **Evidence of Completion**

Administration will use walkthrough data to demonstrate completion of the activity.

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

Walkthrough data will be monitor and analyzed to ensure that the strategy is implemented with fidelity. Feedback will be given

#### **Person Responsible**

Mia Coleman Baker

#### **Schedule**

Daily, from 8/17/2015 to 5/31/2016

#### **Evidence of Completion**

Weekly Administrative and Instructional Coaches meeting to discuss walk-through data to determine whether strategies are being implemented with fidelity.

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

Weekly walk-through data meeting will be conducted and feedback will give to as to the effectiveness of implementing of the strategy.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Weekly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Classroom walk-through data will be collected to monitor collaboration and implementation of strategies discussed.

**G3. To improve relationships among all SSMS stakeholders(staff, students, families, community) 1**

 G074423

**G3.B1 Fixed mindset 2**

 B194279

**G3.B1.S1 Provide growth mindset Professional Development for students and teachers 4**

 S205814

**Strategy Rationale**

By providing Interactive Growth Mindset PD for our Teachers and students, both will acquire a common way of thinking. By this provision their relationship will be enhanced.

**Action Step 1 5**

Teachers and students will be engaged in ongoing Growth Mindset trainings and PD

**Person Responsible**

Mia Coleman Baker

**Schedule**

Daily, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Classroom walk-throughs observations focused on the strategies that were implemented in the Professional Development.

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

Classroom walk-throughs observations focused on the strategies that were implemented in the Professional Development. Feedback will be provided following the walk through.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Biweekly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Walk through data, Coaches logs

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

Walk-through data, Coaches logs data will be used to monitor the effectiveness of this strategy. Proper application of this strategy will help foster better relationship between all Teachers Students. It should also show because of an improved relationship, higher level of academic achievement in our students

**Person Responsible**

Mia Coleman Baker

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Walk-through data, Coaches logs data will be used to monitor the effectiveness of this strategy. Proper application of this strategy will help foster better relationship between all Teachers and Students.

**G3.B1.S2** Continued implementation of Positive Behavior Support Program for student and teacher recognition. 4

S205815

### Strategy Rationale

Implementing Positive Behavioral Support will provide a culture where students are self-managed, and positive student teacher relationships will manifest.

### Action Step 1 5

Positive Behavior Support System monitors student behaviors and offer incentives for students with positive behavior.

#### Person Responsible

PATRICIA ELKHARCHAFI

#### Schedule

Daily, from 8/17/2015 to 5/31/2016

#### Evidence of Completion

Student discipline data will be monitored through Edinsight and system

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Edinsight and Skyward will be used to track student discipline data. Data will be analyzed on a bi-weekly basis by the PBS team to determine the trends in our student behaviors, and make necessary adjustments to the program.

#### Person Responsible

PATRICIA ELKHARCHAFI

#### Schedule

Biweekly, from 8/17/2015 to 5/31/2016

#### Evidence of Completion

Student infraction will be monitored through Edinsight and Skyward to monitor type of infraction, time of the infraction, and where did the infraction occurs. If the strategy is implemented with fidelity there will be an decrease in student infractions.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Student discipline data will be use to monitor the effectiveness of the implementation of this strategy. Appropriate application of this strategy will decrease the amount of student infractions and create positive relationship among our

**Person Responsible**

PATRICIA ELKHARCHAFI

**Schedule**

On 5/31/2016

**Evidence of Completion**

Student discipline data will be monitored to determine the effectiveness implementation of this strategy

**G4.** By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%. 1

 G074424

**G4.B1** Fidelity in implementation of programs, negative attitudes, and lack of time for developing high quality professional development 2

 B194280

**G4.B1.S1** To have all teachers trained in Culturally Relevant Teaching 4

 S205816

**Strategy Rationale**

Having culturally relevant teachings provides the opportunity for our students to have linkages to the content.

**Action Step 1 5**

Focused professional development on the areas that will meaningfully drive student achievement.

**Person Responsible**

Cicely Scheiner

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Walk-through observations with a focus on observing implementation of the strategies presented during professional development.

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

PLC discussions, data chat notes, review student data trends, monitor instructional strategy implementations, and provide focused feedback on lesson plans.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Walk-through observations with a focus on observing implementation of strategies presented during professional development.

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

Target instructional strategies that will be acquired by staff to ensure that the majority of students obtain the desired effect of the strategy.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Walk-through data, Teacher data note, Coaches logs.

**G4.B1.S2** Provide our teachers with culturally relevant resources and activities. 4

S205817

**Strategy Rationale**

To empower all of our students by using culturally relevant materials.

**Action Step 1** 5

To provide researched based culturally relevant materials and activities for staff to give all of our student the best opportunity to succeed.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

PLC meetings, Classroom Walkthroughs, Observations, and Lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Walk-through data, monitoring of lesson plans

**Person Responsible**

Mia Coleman Baker

**Schedule**

On 5/31/2016

**Evidence of Completion**

Walk-through observations with a focus on observing implementation of strategies presented during professional development.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

DE data will be used to monitor the effectiveness of the implementation of this strategy. Proper application of this strategy will produce a decrease in the achievement gap among our Black, Hispanic and White Students.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

DE AND FSA data will be collected to verify the effectiveness of implementation

**G4.B1.S3 Make available afterschool tutorial and enrichment programs** 4

 S205818

**Strategy Rationale**

To provide students with additional support to increase their level of achievement

**Action Step 1** 5

Students will be given the opportunity to receive additional academic support through tutorial and enrichment activities through our 21st CCLC Program.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Daily, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Data from the Profile Performance Information Collection System(PPICS) will be monitored and discussed with the program coordinator.



**Plan to Monitor Fidelity of Implementation of G4.B1.S3 6**

Fidelity of Implementation will be monitored by analyzing DE data of the students in the 21st CCLC program. If fidelity of implementation is evident, the achievement gap between our Black, Hispanic, and White students will decrease.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Daily, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

PPICS data reviews, program observations, DE data

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7**

DE data, progress reports, and report cards will be monitored to measure the effectiveness of implementation of this strategy.

**Person Responsible**

Mia Coleman Baker

**Schedule**

Quarterly, from 9/15/2014 to 5/27/2015

**Evidence of Completion**

PPICS data reviews, program observations, DE data

**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	Provide students with additional support to gain a higher level of achievement.	Coleman Baker, Mia	8/17/2015	Common Assessment each quarter, Administrative and Instructional Coaches meeting to discuss instructional trends. AIP team will monitor and analyze student data through Skyward and Edinsight.	8/17/2015 weekly
G2.B1.S1.A1	Daily walkthroughs of classrooms with feedback, leadership team will analyze walkthrough data weekly.	Coleman Baker, Mia	8/17/2015	Administration will use walkthrough data to demonstrate completion of the activity.	5/31/2016 weekly
G3.B1.S1.A1	Teachers and students will be engaged in ongoing Growth Mindset trainings and PD	Coleman Baker, Mia	8/17/2015	Classroom walk-throughs observations focused on the strategies that were implemented in the Professional Development.	5/31/2016 daily

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*South Seminole Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1	Positive Behavior Support System monitors student behaviors and offer incentives for students with positive behavior.	ELKHARCHAFI, PATRICIA	8/17/2015	Student discipline data will be monitored through Edinsight and system	5/31/2016 daily
G4.B1.S1.A1	Focused professional development on the areas that will meaningfully drive student achievement.	Scheiner, Cicely	8/17/2015	Walk-through observations with a focus on observing implementation of the strategies presented during professional development.	5/31/2016 monthly
G4.B1.S2.A1	To provide researched based culturally relevant materials and activities for staff to give all of our student the best opportunity to succeed.	Coleman Baker, Mia	8/17/2015	PLC meetings, Classroom Walkthroughs, Observations, and Lesson plans	5/31/2016 monthly
G4.B1.S3.A1	Students will be given the opportunity to receive additional academic support through tutorial and enrichment activities through our 21st CCLC Program.	Coleman Baker, Mia	8/17/2015	Data from the Profile Performance Information Collection System(PPICS) will be monitored and discussed with the program coordinator.	5/31/2016 daily
G1.MA1	Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students	Coleman Baker, Mia	8/17/2015	Common Assessment each quarter, Administrative and Instructional Coaches meeting to discuss instructional trends. AIP team will monitor and analyze student data through Skyward and Edinsight.	5/31/2016 daily
G1.B1.S1.MA1	Interventions for students will be tracked to assess if they are appropriate and successful in increasing student achievement.	Coleman Baker, Mia	8/17/2015	Student Progress Report, Weekly point sheets, Progress Monitoring	5/31/2016 daily
G1.B1.S1.MA1	Tracking of student progress in Academic Intervention Program, Administrative walk-throughs, Trends in discipline data. Evaluate student performance on progress monitoring assessments	Coleman Baker, Mia	8/17/2015	Academic support team referrals, PLC notes, Academic Intervention team notes. Walk-through notes	5/31/2016 daily
G2.B1.S1.MA1	Weekly walk-through data meeting will be conducted and feedback will give to as to the effectiveness of implementing of the strategy.	Coleman Baker, Mia	8/17/2015	Classroom walk-through data will be collected to monitor collaboration and implementation of strategies discussed.	5/31/2016 weekly
G2.B1.S1.MA1	Walkthrough data will be monitor and analyzed to ensure that the strategy is implemented with fidelity. Feedback will be given	Coleman Baker, Mia	8/17/2015	Weekly Administrative and Instructional Coaches meeting to discuss walk-through data to determine whether strategies are being implemented with fidelity.	5/31/2016 daily
G3.MA1	Walk-through data, PLC artifacts, Discipline data, and climate surveys will be used to monitor progress towards this goals.	Coleman Baker, Mia	8/17/2015	Walk-through data, PLC artifacts, Discipline data, and climate surveys will be used to determine progress towards this goals.	5/31/2016 biweekly
G3.B1.S1.MA1	Walk-through data, Coaches logs data will be used to monitor the effectiveness of this strategy. Proper application of this strategy will help foster better relationship between all Teachers Students. It should also show because of an improved relationship, higher level of academic achievement in our students	Coleman Baker, Mia	8/17/2015	Walk-through data, Coaches logs data will be used to monitor the effectiveness of this strategy. Proper application of this strategy will help foster better relationship between all Teachers and Students.	5/31/2016 monthly
G3.B1.S1.MA1	Classroom walk-throughs observations focused on the strategies that were implemented in the Professional Development. Feedback will be provided following the walk through.	Coleman Baker, Mia	8/17/2015	Walk through data, Coaches logs	5/31/2016 biweekly
G3.B1.S2.MA1	Student discipline data will be use to monitor the effectiveness of the implementation of this strategy.	ELKHARCHAFI, PATRICIA	8/17/2015	Student discipline data will be monitored to determine the effectiveness implementation of this strategy	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Appropriate application of this strategy will decrease the amount of student infractions and create positive relationship among our				
G3.B1.S2.MA1	Edinsight and Skyward will be used to track student discipline data. Data will be analyzed on a bi-weekly basis by the PBS team to determine the trends in our student behaviors, and make necessary adjustments to the program.	ELKHARCHAFI, PATRICIA	8/17/2015	Student infraction will be monitored through Edinsight and Skyward to monitor type of infraction, time of the infraction, and where did the infraction occurs. If the strategy is implemented with fidelity there will be an decrease in student infractions.	5/31/2016 biweekly
G4.MA1	DE data, FSA data	Coleman Baker, Mia	8/17/2015	DE data, FSA data, progress reports, report cards will be used to monitor progress towards the goals	5/31/2016 monthly
G4.B1.S1.MA1	Target instructional strategies that will be a acquired by staff to ensure that the majority of students obtain the desired effect of the strategy.	Coleman Baker, Mia	8/17/2015	Walk-through data, Teacher data note, Coaches logs.	5/31/2016 monthly
G4.B1.S1.MA1	PLC discussions, data chat notes, review student data trends, monitor instructional strategy implementations, and provide focused feedback on lesson plans.	Coleman Baker, Mia	8/17/2015	Walk-through observations with a focus on observing implementation of strategies presented during professional development.	5/31/2016 monthly
G4.B1.S2.MA1	DE data will be used to monitor the effectiveness of the implementation of this strategy. Proper application of this strategy will produce a decrease in the achievement gap among our Black, Hispanic and White Students.	Coleman Baker, Mia	8/17/2015	DE AND FSA data will be collected to verify the effectiveness of implementation	5/31/2016 monthly
G4.B1.S2.MA1	Walk-through data, monitoring of lesson plans	Coleman Baker, Mia	8/17/2015	Walk-through observations with a focus on observing implementation of strategies presented during professional development.	5/31/2016 one-time
G4.B1.S3.MA1	DE data, progress reports, and report cards will be monitored to measure the effectiveness of implementation of this strategy.	Coleman Baker, Mia	9/15/2014	PPICS data reviews, program observations, DE data	5/27/2015 quarterly
G4.B1.S3.MA1	Fidelity of Implementation will be monitored by analyzing DE data of the students in the 21st CCLC program. If fidelity of implementation is evident, the achievement gap between our Black, Hispanic, and White students will decrease.	Coleman Baker, Mia	8/17/2015	PPICS data reviews, program observations, DE data	5/31/2016 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G3. To improve relationships among all SSMS stakeholders(staff, students, families, community)

#### G3.B1 Fixed mindset

##### G3.B1.S1 Provide growth mindset Professional Development for students and teachers

###### PD Opportunity 1

Teachers and students will be engaged in ongoing Growth Mindset trainings and PD

###### Facilitator

Hunziker, Odom, and Trenholm

###### Participants

Staff and students

###### Schedule

Daily, from 8/17/2015 to 5/31/2016

##### G3.B1.S2 Continued implementation of Positive Behavior Support Program for student and teacher recognition.

###### PD Opportunity 1

Positive Behavior Support System monitors student behaviors and offer incentives for students with positive behavior.

###### Facilitator

SSMS staff

###### Participants

School Staff

###### Schedule

Daily, from 8/17/2015 to 5/31/2016

**G4.** By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%.

**G4.B1** Fidelity in implementation of programs, negative attitudes, and lack of time for developing high quality professional development

**G4.B1.S1** To have all teachers trained in Culturally Relevant Teaching

**PD Opportunity 1**

Focused professional development on the areas that will meaningfully drive student achievement.

**Facilitator**

Liza FERREIRA

**Participants**

Faculty/Staff

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

## 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	<b>Provide students with additional support to gain a higher level of achievement.</b>				<b>\$1,650.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	0201 - South Seminole Middle School	General Fund		\$1,650.00
2	G2.B1.S1.A1	<b>Daily walkthroughs of classrooms with feedback, leadership team will analyze walkthrough data weekly.</b>				<b>\$0.00</b>
3	G3.B1.S1.A1	<b>Teachers and students will be engaged in ongoing Growth Mindset trainings and PD</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	391-Subagreements up to \$25,000	0201 - South Seminole Middle School	Title I Part A		\$6,000.00
4	G3.B1.S2.A1	<b>Positive Behavior Support System monitors student behaviors and offer incentives for students with positive behavior.</b>				<b>\$591.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0201 - South Seminole Middle School	School Improvement Funds		\$591.00
<i>Notes: Notes</i>						
5	G4.B1.S1.A1	<b>Focused professional development on the areas that will meaningfully drive student achievement.</b>				<b>\$0.00</b>
6	G4.B1.S2.A1	<b>To provide researched based culturally relevant materials and activities for staff to give all of our student the best opportunity to succeed.</b>				<b>\$0.00</b>
7	G4.B1.S3.A1	<b>Students will be given the opportunity to receive additional academic support through tutorial and enrichment activities through our 21st CCLC Program.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0201 - South Seminole Middle School	General Fund		\$5,000.00
<b>Total:</b>						<b>\$13,241.00</b>