Suwannee Middle School

2015-16 School Improvement Plan

Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

www.suwannee.k12.fl.us/sms

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

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

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 was approved by the Suwannee County School Board on 12/15/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Suwannee County Schools will educate all students
in a safe and supportive learning environment
that will develop life-long learners and productive citizens.

Provide the school's vision statement

Suwannee County School District will be a system of excellence
ensuring all students are prepared for personal success.

School Environment

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

Parent Conferences, Open House, School and Community Events
-The purpose of parent contact is to establish a relationship with parents and update them on their student's progress.
-Each teacher has a parent contact log.
-Teachers will record their parent contact in the log.
-All parent contact logs will be collected at the end of the school year.
-Teachers will contact each student's parent or guardian once a grading period.
-Parent/guardian contact includes, but is not limited to, a phone call, notes in the agenda, text message, e-mail, message sent out via Remind 101.
-Community outreach opportunities at various places of employment
-Parent resource booth at athletic events.

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

SCHOOL SAFETY
In order to promote safety and security system:
1. Teachers are to keep their classroom doors locked.
2. All Faculty and Staff will wear ID badges while on campus at all times.
3. Suwannee Middle School will use the Raptor System to issue all visitors photo ID visitors' passes.
4. Faculty and Staff will immediately report any suspicious person on campus to the front office.
5. All Cars will be parked in parking lots and will have assigned spots.
STAFF SECURITY
In the interest of employee security and safety, especially if working after hours, holidays or weekends, it would be wise to:
• Send an email to administration if you need to work late into the evening or on a weekend day.
• Let another adult know you have gone to work at school and your approximate time of return.
• When arriving on campus, pay attention to other vehicles/persons in the area.
• If another employee is present, acknowledge that you are also there.
• Check in with one another from time to time.
• Should you notice another employee's vehicle remaining parked for an extended period of time, you might want to check on that person.
• Lock your door(s) while working inside.

• If at night, park near a light. Leave with another adult.
• Follow emergency evacuation procedures, if necessary.
• Notify law enforcement or administrator of suspicious situations or persons.
ID BADGES
EMPLOYEES
To continue to ensure safety on school board property all Suwannee County School Board
employees are required to wear and ID badge when on school board property.
• ID badges will be issued at the beginning of every school year; and for new employees, ID badges
will be issued prior to their first day of employment.
• A lanyard and metal ID badge clip will be issued to each employee with the issue of their initial ID
badge.
• During work hours, all employees are required to wear their ID badge, unless permission has been
granted by the employee's supervisor.
• If an employee loses their ID badge, they are to immediately notify their supervisor.
• The employee, or supervisor, will submit an ID badge Replacement Slip online on the District
website.
• An employee will be allowed one free replacement ID badge per school year.
• After the above two ID badges, additional replacement ID badges may be purchased for $10 from
Human Resources (HR) Department. The employee must personally come to the HR office and pay
the $10 to receive their new ID badge. An ID Badge Replacement Slip must be completed and
brought with the employee to HR.
• There will be no charge for a name change ID badge with legal documentation.
• Any employee not wearing their ID badge will be requested by their supervisor to wear their badge
in accordance with District ID Guidelines. If an employee continues to not wear their ID badge,
progressive disciplinary process will be implemented.
VISITORS
All visitors are required to have a visitor's badge while on campus.
If a staff member sees an unidentified person on campus without the specified visitor's badge,
activate the following procedures:
1. Approach the person and ask if you can be of assistance.
2. Direct him/her and walk with them to the Main Office.
3. If he/she does not cooperate, leave him/her, but maintain surveillance.
4. Be aware of your personal safety and immediately notify the Principal's Office.
Please refer to the Emergency Management Plan for more information.

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

Suwannee Middle School CHAMPS Plan
Guidelines for Success
• Be Respectful
• Be Responsible
• Be Positive
• Be Prepared
• Be Professional
Action-
• Posters will be made by administrators for:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations

o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup
o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students Guidelines for Success and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily.
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for Success will be taught in class meetings and on the morning announcements.
School Rules
• Follow instructions immediately.
• Always walk on the right.
• Follow dress code daily.
• Always use school appropriate language.
• Keep all body parts to self.
• No drama
All students are responsible for following the Student Code of Conduct.
Action-
• Posters will be made by administrators for:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations
o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup
o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students School Rules and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily.
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for success will be taught in class meetings and on the morning announcements.
VOICE LEVELS
0-no talking
1-whisper
2-quiet voice
3-presentation
4-outside voice
Action-
• Posters will be made by administrators for:
o Guidelines for Success
o School Rules
o Voice Levels

o Line Expectations
o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup
o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students Voice Levels and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily.
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for success will be taught in class meetings and on the morning announcements.
• Voice levels will be reinforced through practice and application in the classrooms, gym, locker rooms, cafeteria and assemblies on a daily basis.
Hallway Expectations
C-level 2 QUIET VOICE
H-ask nearest adult
A-movement through the hall
M-walk quietly on the right
P-must have a signed pass
S-get where you're going with no trouble
Action-
• Posters will be made by administrators for:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations
o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup Area
o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students Hallway Expectations and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily.
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for success will be taught in class meetings and on the morning announcements.
• Voice levels will be reinforced through practice and application in the classrooms, gym, locker rooms, cafeteria and assemblies on a daily basis.
Line Expectations (to and from lunch)
C-level 1 Whisper
H-ask nearest adult
A-movement to designated location
M-walk directly behind the person in front of you
P-walking and following teacher directions
S-stay on Sidewalks

Action-
• Posters will be made by administrators for:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations
o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup
o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students Line Expectations and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily.
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for success will be taught in class meetings and on the morning announcements.
• Voice levels will be reinforced through practice and application in the classrooms, gym, locker rooms, cafeteria and assemblies on a daily basis.
Lunchroom Expectations
C-level 2 QUIET VOICE -face/shoulder partners
H-raise hand and wait for adult
A-eating lunch
M-only with permission
P-eating lunch with knees/toes under table
S-clean SPACE upon exiting
Action-
• Posters will be made by administrators and posted in the cafeteria.
• Lunchroom expectations will be reviewed with students in the cafeteria on a regular basis with their students.
• School rules will be taught in class meetings and on the morning announcements.
Bus Expectations
C-level 2 QUIET VOICE- with seat partners
H-raise hand and wait for adult
A-riding the bus
M-remain seated at all times unless getting off
P-keep body parts to self, quietly talking
S-arrive at destination safely
Action-
• Administration will meet with the bus drivers to review SMS CHAMPS plan.
• All bus drivers will teach and follow Bus Expectations and review them on a regular basis with their students.
• Bus Expectations will be taught in class meetings and on the morning announcements.
Parent Pick-Up Area Expectations
• Have name card displayed in the window of your vehicle
• If not be ready to tell school staff your child's name
• Pull forward as far as possible
• Remain seated in your vehicle
• Do not pass other vehicles
• Please recycle through the loop immediately if your child is not present at pickup point

Action-

• Flyers outlining procedures will be made and distributed to parents in the pick-up line.

• Signs will be made and posted in the parent pickup area.

• Pick-Up Expectations will be taught in class meetings and on the morning announcements.

Welcome to the front office!

C-level 2 QUIET VOICE

H-wait patiently to ask adult at front desk for assistance

A-receiving assistance

M-students/children stand or sit quietly

P-follow instructions given by front desk staff

S-student Safety, help us guarantee your child is safe

Action-

• Posters will be made by administrators and posted in the front office.

• Office Staff will be CHAMPS trained.

Faculty and Staff Expectations:

Sub Folder

• include the bell schedule

• include the lunch schedule

• include early release schedule

• include duty station/time/where

• include planning period

• include quickie sub training at CHAMPS

• include emergency plan

• include who to contact if: push the button

• include classroom CHAMPS expectation

• Emergency procedures

• Lesson plans for that day

• Emergency lesson plans

• Attendance Sheet

• Seating Chart

• Bell schedule

• include early release schedule

• Lunch schedule

• Including pickup and drop off time and procedures

• include duty station/time/where

• include planning period

• include who to contact if: push the button

• CHAMPS-Brief explanation of your expectations for your class to include:

• Guidelines for Success

• School Rules

• Voice Levels

• Line Expectations

• Classroom Rules

Action-

• Sub folder will be completed prior to the beginning of the school year.

• Teachers will have an emergency sub.folder on file in the office in case of an emergency.

• Teachers will plan engaging activities for students in their absence.

• Substitutes will complete a substitute survey and turn it into the office at the end of each school day.

Classroom rules

All teachers will develop and post 3-5 rules specific to their classroom and/or team.

All students are responsible for following the Student Code of Conduct.

Action-

• Make and post posters in your classroom

• Teach rules to your students at the beginning of the year.
• All teachers will teach the students Classroom Rules and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily.
Classroom Expectations
• Teachers should have a minimum of the following classroom expectations posted in their classroom by Day 1 of next school year.
o Teacher Directed
o Small Group
o Independent Group, Cooperative Groups, "Labs"
o Before the bell rings
o movement between groups locations
o Cleaning up after project activities, etc.
Action-
• Make and post posters in your classroom
• Teach expectations to your students at the beginning of the year.
• All teachers will teach the students Classroom Rules and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily.
All Faculty and Staff will consistently follow the SMS CHAMPS Plan.
All Faculty and Staff will teach students the expectations in the SMS CHAMPS Plan.
Hallway expectations will be visible in all hallways.
Lunchroom expectations will be visible in the cafeteria.

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

Counseling is provided on an individual- and small-group basis as needed.
Referrals are made to outside agencies, as needed.
Orientation to guidance is held for all 6th grade students as well as all other new students entering SMS.
Students are identified as off track according to the early warning indicators.
Teachers meet monthly to collaborate regarding needs of identified students.
Student of the Week and Student of the Month recognition program.
Student clubs are available.
Social events are held (i.e. Dances, SMS Bash, Pep Rallies and CHAMPS celebrations).

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

Students who:
*miss 10% or more of available instructional time;
*fail a mathematics course;
*fail an English Language Arts course;
*fail two or more courses in any subject;

*receive two or more behavior referrals; and/or
*receive one or more behavior referrals that lead to suspension.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	46	77	60	183
One or more suspensions	0	2	3	5
Course failure in ELA or Math	21	21	43	85
Level 1 on statewide assessment	72	0	0	72

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	24	9	17	50

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

2015-2016 SMS EWS Implementation Plan
Purpose: The Early Warning Implementation and Monitoring System (EWIMS) Team represents a collaborative approach among teachers and administrators to using data effectively to keep students on the pathway to graduation. The EWIMS Team will be responsible for the rapid identification of students who are in trouble; rapid interventions that are targeted to students' immediate and longer-term need for support; the frequent monitoring of the success of interventions; a rapid modification of interventions that are not working; and shared learning from outcomes.
Questions to ask about EWS data:
Student-level patterns: What does the data tell teachers about individual students who are at risk?
School-level patterns: What does the data tell teachers and administrators about how the school is doing?
Are students who were flagged from the beginning of the year remaining "off-track" through the year?
Are students who were flagged at one reporting period back "on-track" at the next?
Method: EWS Indicators will be reviewed and monitored to identify students at risk for dropping out and to understand patterns in student engagement and academic performance using a seven-step process:
Step 1: Develop an Early Warning Implementation and Monitoring System (EWIMS) Team and establish roles and responsibilities of team.
Team will have:
• Authority to make decisions
• Knowledge of diverse students
• Expertise to manage and analyze data
EWIMS team will be required to:
• Meet regularly during PD days
• Communicate EWS risk or dropout prevention issues to groups/individuals outside of the team
• Solicit feedback from stakeholders (leaders, staff, students, parents)
• Monitor students' progress
Step 2: Use the data from the EWS reports to identify students and meet with teachers to discuss

EWS students.
• Data will be regularly entered throughout the school year.
• At least one individual will be responsible for ensuring the EWS database is uploaded with the latest data.
• EWIMS Team members will be trained to understand the use of the indicators within the database.
• Reports must be used and accessible in order to make decisions about students' needs.
• Student progress in interventions must be monitored.
Step 3: Review the EWS data of students and create student profiles.
• EWS indicators are reviewed and monitored to identify students at risk for dropping out and to understand patterns in student engagement and academic performance.
Step 4: Interpret/analyze the data with the teachers based on student profiles.
• The EWIMS team and teachers will analyze the indicators and determine root causes.
• Root causes emerge through examining additional data from a variety of sources beyond the EWS indicators (e.g., talking to classroom teachers, parents, individual students, other adults in the school).
• Analyzing data beyond EWS Indicators will help identify individual and common needs among groups of students and raise new questions and increase understanding of why students' fall off-track for graduation
Step 5: SST Conference with parents/students to discuss EWS indicators and assign interventions
• By conferencing with parents and students, we will gain a better understanding of the characteristics of students at risk of dropout because of factors such as family, school, neighborhood, and peers.
• Personal and school factors can contribute to success or failure during the school year.
• The EWIMS team will match individual students to specific interventions.
• A tiered approach will be used to match students to interventions based on their individual needs.
Step 6: Monitor Progress.
• The EWIMS team will monitor students who are participating in interventions in order to:
o Make necessary changes by identifying students whose needs are not being met, and/or those students who may no longer be struggling.
o Identify new interventions that will be used to meet students' needs.
o Use data to monitor the effectiveness of interventions offered.
o Increase knowledge about the effectiveness of interventions.
o Improve the matching of students to interventions.
o Communicate with appropriate stakeholders and solicit their involvement in the process.
Step 7: Evaluate and adjust interventions as needed. Refine the EWS process as needed.
Refine the EWIMS Implementation Process:
• During the school year
• At the end of a school year
• Identify short-and long-term needs and solutions
• Student needs
• School climate
• Organizational needs (school and/or district)
Data Collection and Analysis:
Attendance Data:
• Last year's attendance
• 4th nine weeks of previous year
• First 20 days of school
• 2014-2015 4th nine weeks data as baseline
• Every nine weeks
• End of the year
Course Failures:
• Every nine weeks
• End of the year
Behavior (Office Discipline Referrals that result in ISS/OSS):

- Every nine weeks
- End of the year
- Responsive: 1-2 referrals
- At Risk: 3-5 referrals
- High Risk: 6+ referrals
Diagnostic Practices
- Data system and use (EWS student profiles)
- Screening
Targeted Interventions
- Adult advocates
- Academic supports
- Social/behavior supports
School-wide Practices
- Learning environment
o Focus on growth not proficiency
- Rigorous and relevant instruction
- Foster learning communities
o Community building activities (2-3 weeks)
o Deliberate practice on building relationships
? Teacher-student
? Student-student
? Teacher-teacher
? Student-Attitude about learning
Indicators High Risk At- Risk Low Risk/Responsive
A Attendance 10% or more=18+ days 5%-9%= 9-17 days 0%-4%=0-8 days
B Behavior 6 or more referral 3-5 referrals 1-2 referrals
C Course Performance Math and ELA or 2 other courses Math or ELA Math or ELA
Progress Monitoring
Indicators High Risk At- Risk Low Risk/Responsive
A Attendance Weekly Every three weeks Every nine weeks
B Behavior Weekly Every three weeks Every nine weeks
C Course Performance Every three weeks Every three weeks Every nine weeks

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/190254.

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

Suwannee Middle School believes in involving parents in its Title I programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the school level plans, including the School Improvement Plan and the Parent Involvement Plan. The School Advisory Council members are parents,staff members, and community members who have volunteered and have been approved by the parents of Suwannee Middle School. Input from parents will be documented in the meeting minutes for the School Advisory Council meetings. Parents are given the opportunity to review the PIP and offer their input during the Title I Annual Parent Meeting.

Suwannee Middle School will offer a flexible number of meetings throughout the school year. These meetings will be offered in the mornings and evenings. Breakfast food items will be provided for those meeting in the morning, such as the Welcome to SMS Breakfast. Other food items will be provided for those meetings in the evenings. Off campus community outreach will be offered throughout the year, during the day and in the evenings. These community outreach meetings will be held in several local churches and local businesses within our community.

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
Bean, Keri	Assistant Principal
Jolicoeur, Jay	Principal
Jennings, Kim	Assistant Principal
Herring, Misty	Guidance Counselor
Smith, Tiffany	Guidance Counselor
Bonds, Alan	Dean

Duties

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

PRINCIPAL: JAY JOLICOEUR
FACULTY/STAFF
• Evaluation of administrators
• Teacher/Staff evaluation
• Classroom observations and walkthroughs
• Informal and formal observations
• Coach teachers
• Professional Assistance
• Plan Beginning Teacher Programs
• Staff appointments, recommendations
• Personnel issues
PARENT/COMMUNITY INVOLVEMENT
• Coordinate School Advisory Council
• Public and community relations
• Oversee school publications
• Oversee school athletics
• Representative at professional events
SCHOOL PROGRAMS

- Oversee development of the School Improvement Plan
- Annual goals and objectives
- Extra-curricular supervision
- Campus supervision
- Develop student/parent handbook
- Develop teacher handbook
OTHER
- Finance and budgeting
- FTE
ASSISTANT PRINCIPAL OF STUDENTS: KIM JENNINGS
INSTRUCTION AND LEARNING
- School Improvement Plan
- Serve on the SAC committee as needed
- Classroom walkthroughs
- Informal and formal observations
- Coach teachers
- Teacher/Staff evaluation as assigned
FACILITIES/TRANSPORTATION
Supervise custodians
- Oversee the operation of the physical plant
- Liaison between SMS and maintenance
- Evaluate custodial staff
- Coordinate the School Safety Committee
- Assist in the development and maintenance of the monthly, weekly calendars
- Property records/ inventory
- Technology inventory
- Grounds maintenance
- Coordinate keys assignment and distribution
- Security
- Assist Head Custodian in the purchasing and monitoring of building/custodial supplies
- Emergency procedures/drills
- Furniture equipment purchase
- Development and maintenance of school security plan
- Serve as a liaison between SMS and transportation
- Coordinate CHAMPS training for bus drivers
PARENTS/VOLUNTEERS
- Coordinate the Watch DOGS program
- Coordinate parent involvement
- Maintain Parent Center
- Assist in the development of the Parent Involvement Plan
- Participate and lead parent conferences
- Coordinate volunteers
TEACHERS/STAFF
- Develop and monitor the duty schedule
- Assist with room assignments
- Participate in the employee selection process
- CHAMPS train office staff and paraprofessionals
- CHAMPS train substitute teachers
- Assist with the development and monitoring of IPDPs
- Assist in supervision of guidance counselors
STUDENTS
- Oversee student discipline
- Assist the dean working discipline referrals

• Assist teachers with the development of classroom/team discipline plans
• Develop behavior contracts for students with chronic misbehavior
• Serve as the school CHAMPS coordinator
• Supervise and assist with In-School Suspension
• Coordinate and oversee RTI/EWS
• Alternative school staffing
• Oversee attendance/truancy
• Assist in the coordination of student activities
• Supervision at lunch
• Supervision on campus
• Extra-curricular supervision
• Coordinate lunch schedule
• Assist with the coordination of assembly programs
• Assist with fund raising
• Assist in the development of the Student Handbook
• Coordinate school spirit activities
• Coordinate extracurricular activities
• Student support for ESE, Gifted and ESOL students
• Participates in Manifestation meetings
• Participates in ESE staffing meetings as needed
EARLY WARNING SYSTEM
• Assist with organizing and coordinating EWS
• Monitor student data regularly for at-risk students
• Develop and distribute survey for above
• Conduct SST meetings for truant students
• Work with parents of truant students
• Identify academic bubble students
• Provide list of bubble students to teachers and administrators after each progress monitoring
OTHER
• Demonstrate initiative in the performance of assigned responsibilities
• Perform all other duties assigned by the principal or designee
ASSISTANT PRINCIPAL FOR CURRICULUM: KERI BEAN
CURRICULUM
• Daily curriculum matters
• Coordinate curriculum meetings
• Coordinate department meetings
• Assist in leading department meetings
• Textbook ordering
• Textbook inventory
• Program monitoring (ESE, Gifted, ESOL)
• Master schedule
• Assist in the development and monitoring of the School Improvement Plan
• Serve on the School Advisory Council as needed
• Serve as the school liaison with the IT Department
• Serves as the Liaison with the Teacher Support Colleagues.
STUDENTS
• Student promotion/retention
• Coordinate the award/incentive programs
• FTE
• Oversee Credit Recovery
• Assist with ESE staffing meetings.
• Serve as the administrator on the ELL committee
• Serve as the school liaison at the ELL Roundtables

- Participate and lead parent conferences
- Supervision at lunch
- Supervision on campus
- Extra-curricular supervision
- Assist with the development of the student handbook

TESTING

- Data collection/progress monitoring
- Data processing
- Oversees Assessments of students
- Assist in the development and maintenance of the monthly, weekly calendars
- IPDP

TEACHERS/STAFF

- Supervise Guidance Counselors and the Guidance Program
- Monitor teacher lesson plans
- Monitor Grade Books
- Classroom walkthroughs
- Informal and formal observations
- Coach teachers
- Assist with teacher/staff evaluation
- Participate in the employee selection process
- Serve as the liaison between the school and college for student interns
- Conduct evaluations for paraprofessionals
- Assist in supervising guidance department
- Assist with coordination of In-service/professional development
- Coordinate attendance records for PD
- Assist with the development of the teacher handbook
- Assist with the development and monitoring of IPDPs
- Demonstrate initiative in the performance of assigned responsibilities
- Perform all other duties assigned by the principal or designee

OTHER

- All other duties assigned

DEAN: ALAN BONDS

- Discipline
- Work with and mentor teachers on classroom management strategies
- School Safety Issues
- Alternative School Staffing
- Property Records/Inventory
- Supervise student behavior and safety at bus loading areas, parking lots, cafeteria, and all campus areas
- Supervise extra-curricular activities
- Demonstrate initiative in the performance of assigned responsibilities
- Perform all other duties assigned by the principal or designee

SCHOOL NURSE: GOLDIE FRALICK

- First Aid/Accident Reports
- Student Health Records
- Medication Administration
- Vision and Hearing Screenings
- Immunization Compliance
- Referral and Follow-up for Medical/Dental
- Referrals to Healthy Start for Pregnant Students
- Referrals to Florida Kid Care for Low-Cost Insurance
- Individual Student Health Care Plans for Students with Chronic Conditions
- Health Education for Sunshine State Standards where specified to be instructed by a registered

nurse
• Annual Emergency Info and Health Record Updates
• Staff OSHA Educator
• Demonstrate initiative in the performance of assigned responsibilities
• Perform all other duties assigned by the principal or designee
GUIDANCE COUNSELOR: SHAWN HERRING AND TIFFANY BELLENGER-SMITH
GUIDANCE PLAN
Develop a comprehensive Guidance Plan for effective delivery of the school counseling program prior to the start of the school year. The plan should be based on the Florida School Counseling and Guidance Framework and current individual school data.
• Communicate the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders)
• Maintain current and appropriate resources for education stakeholders. (i.e., graduation requirements, guidance brochure, career counseling, counseling services, suicide information, homeless information etc.)
• Use the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support, and accountability
• Use data to develop comprehensive programs that meet student needs
• Discuss the comprehensive school counseling program with the school administrator
• Create long- and short-term goals based on the needs of students, needs assessments and school and district policies
Academic and Career Development
• Implement developmentally appropriate and prevention-oriented group activities to meet student needs and school goals
• Incorporate into their programs the life skills that students need to be successful in the 21st century
• Coordinate the delivery of classroom units per state guidelines in content areas. For example: Career counseling, character education and other topics as outlined in state statute
• Coordinate and provide orientation activities to incoming students.
• Guide middle school students in the development of their individual graduation plans
• Plan and collaborate with elementary school counselors and high school counselors regarding preregistration of incoming sixth graders and outgoing eighth graders
• Plan, coordinate, and assist in preregistration
• Assist new students with course selection
• Coordinate career interest assessment and the administration and interpretation of results
• Coordinate career education activities
• Organize and coordinate a career day for SMS students
• Plan and organize for student visits to Suwannee-Hamilton Technical Center
• Assist all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans
• Accurately and appropriately interpret and utilize student data
• Collaborate with parents/guardians and educators to assist students with educational, career, and life planning
Personal/Social Development and Emotional Growth
• Conduct goal-oriented student sessions in systematic response to the identified needs of individuals or groups of students regarding such issues as friendship and peer concerns, family problems, substance abuse, suicide prevention/intervention, and/or such skills as building the self-image, applying sound study skills, and handling stress
• Conduct threat assessments
• Provide individual and group discussions for students with identified concerns and needs
• Consult and collaborate effectively with parents/ guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs
• Implement an effective referral and follow-up process as needed

• Accurately and appropriately use assessment procedures for determining and structuring individual and student group services

TEACHERS, PARENTS AND STAFF

• Participate in and lead SST Meetings
• Participate in and lead EWS Meetings
• Conduct in-service programs for school faculty
• Facilitate conferences with teachers, parents/guardians, and students
• Conduct or provide opportunities for parent-education programs
• Write articles for newsletters
• Assist families with school-related problems
• Assist teachers, parents/guardians and other stakeholders in interpreting and understanding student data
• Use available technology resources to enhance the school counseling program
• Adhere to laws, policies, procedures, and ethical standards of the school counseling profession
• Oversee the scheduling of parent conferences
• Conduct parent conferences
• Assist with training teachers how to conduct a parent conference

STUDENT ASSISTANCE

• Consult and coordinate with in-district and community specialists, such as school consulting with and coordinating efforts with in-district and community-based specialists such as nurses, physicians, and psychologists
• Consult with parents/guardians regarding referrals when appropriate
• Organize and coordinate parent information meetings for incoming sixth graders
• Organize and coordinate parent information meetings for seventh and eighth graders

SCHEDULING STUDENTS

• Develop necessary student interest forms for class selection
• Handle scheduling requests
• Schedule students
• Assist with the development of the master schedule
• Solicit teacher input and involvement in scheduling students

GIFTED, ESE AND ELL STUDENTS

• Participate in staffing meetings and IEP meetings as directed
• Facilitate the development and implementation of LEP Plans for ELL students
• Oversee the development and implementation of 504 plans
• Cooperate with other school staff in placing students with special needs in appropriate programs
• Evaluate students' schedules for recommended placement eligibility for special programs and promotion/retention
• Coordinate meetings for students transitioning from the fifth to sixth grade

CREDIT RECOVERY

• Monitor students regularly for students in need of credit recovery
• Assist with placement of and enroll students into credit recovery
• Assist students and teachers with the use of the credit recovery software
• Act as a liaison between the credit recovery teacher and district office as needed
• Act as a liaison between SMS and SOS credit recovery programs
• Keep administration informed of students in need and participating in credit recovery

TESTING

• Assist with the coordination and administration of standardized testing

SUMMER SCHOOL

• Identify students in need of summer school
• Notify parents of potential need of summer school during third nine weeks
• Participate in Good Cause meeting
• Notify parents (call and send letters) of the need for summer school after Good Cause meeting
• Register students for summer school

ACCOUNTABILITY
• Conduct a yearly program audit to review extent of program implementation and effectiveness
• Collect and analyze data to guide program direction and emphasis
• Measure results of the comprehensive school counseling program activities and share results as appropriate with relevant stakeholders
• Monitor student academic performance, behavior, attendance and facilitate appropriate interventions
• Maintain a daily guidance log
OTHER
• PEP/FL Choices
• ESOL Coordinator
• CELLA Testing
• EdOptions/Credit Recovery
• Participate in district level trainings and meetings
• Participate in professional development activities to improve knowledge and skills
• Demonstrate initiative in the performance of assigned responsibilities
• Perform all other duties assigned by the principal or designee

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

Multi-Tiered Framework
Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.
The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.
To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.
Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.
The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.
Three tiers describe the level and intensity of the instruction/interventions provided across the continuum.
Title I Basic Part A, will be utilized to provide teachers with opportunities to attend professional development workshops and conferences to enhance their teaching strategies. Title I provides Paraprofessional and Title I schools.
Title I. Basic pays for the administration of our Supplemental Educational Services, which includes ALL subgroups.
Title I also provides a District-wide parent Liaison who provides workshops and other services to parents and students.
Title I Part C-Migrant funds provide tutoring for Migrant students, English in a Flash software, computers, SRA, and supplies for Migrant Students. This program assist parents in helping their children in the home.
School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms.
This initiative is funded by Title I Part C and district professional development funds. ALL activities

funded by Title I Part C will be supplementary.

Reading First and FRI strategies will be monitored by administrators. Highly qualified teachers, tutors and paraprofessionals will collaborate to ensure successful opportunities for Non-ELL and LEP (ELL) students.

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district's secondary schools, including the residential juvenile facility and the district's alternative center. The funds will also provide three paraprofessionals.

Title II-School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A and district professional development funds. ALL activities funded by Title II will be supplementary and will not supplant existing State- and District-funded and required services.

Funds from Title II, Part D, (E2T2) will provide funding for the site license renewals for READ 180 and other computer-based programs and a Technology Specialist.

Title III- Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services.

Title X- Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

Supplemental Academic Instruction (SAI)

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jay Jolicoeur	Principal
Jayvis Ward	Teacher
Ashley Skelly	Education Support Employee
Kale Twigg	Student
Rhonda Wood	Parent
Vivian Scott	Parent
Teresca Brown	Parent
Alina Parson	Parent
Lisa Henson	Parent
Carolina Figueroa	Education Support Employee
Matt McMillan	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviews the plans used to make up the SIP and provide input and suggestions.
Plans included:
Literacy Plan
SMS Strategic Plan
Parent Involvement Plan
CHAMPS Plan

School Budget
Professional Development Plan

Development of this school improvement plan

Training/Discussion of the SIP process and brainstorming ideas done in meetings throughout the year.

Preparation of the school's annual budget and plan

The SAC reviews the annual budget. They provide input and suggestions.

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

NA

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
Jolicoeur, Jay	Principal
Bean, Keri	Assistant Principal
Bonds, Robyn	Teacher, K-12
Grillo, Matthew	Teacher, K-12
Chauncey, Annette	Teacher, K-12
Check-Cason, Mary	Teacher, K-12
Cockburn, Tasha	Teacher, K-12
Disken, Cara	Teacher, K-12
Jacobson, Sarah	Teacher, K-12
Harrell, Meri	Teacher, K-12
Helvenston, Brantley	Teacher, K-12
Clark, Jenny	Teacher, K-12
Tice, Melinda	Teacher, K-12
Zimmerman, Lawanna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

As a continuation of the 2014-2015 Literacy Plan:
The teachers will work collaboratively on a monthly basis to develop lessons that embed the literacy standards. The lessons will consistently incorporate the processes of reading, writing, listening,

speaking, and reasoning.
As part of a task force, teachers will collaborate monthly to develop a school-wide writing plan.

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

Core Academic Teams are grouped as teams.
Vocational and PE are grouped in Departments.
Each Core Team has a common planning period.
Each Core Team has a team leader who serves on the school Team Leader/Department Head committee as well as on the Literacy Leadership Team.
Each Core Team meets weekly. They keep an agenda and minutes that is reported to guidance and administration.
The Team Leaders/Department Heads meet every other week to review Core Team Agendas and minutes, school issues and to plan for growth.
Each month there are department meetings to discuss curriculum. The department meetings are led by the department head and the assistant principal in charge of curriculum.
Monthly, there is a school-wide professional development scheduled during our Professional Development Day.
Our Professional Development Days are structured into both Task Forces (assigned the roll of producing a specific product or completing a task) and Professional Learning Communities (ongoing collaborative problem solving team with a specific goal.)
The Sessions are:
SMS Writing (Task Force)- Assigned to develop a cross-curriculum writing plan that prepares students for FSA writing, college, and careers.
Early Warning System Leadership Team (Task Force)- This team analyzes student data and plans the team level EWS meetings.
Continuous Improvement Team (PLC)- We are using the PLC model to look develop our norms, goals, mission, and vision for the school.
Early Warning System Core Teams and Vocational Teams (PLC)- This collaborative team focuses on meeting the needs of students who are in danger of dropping out of school.
Literacy (Task Force)- This task force is organized into curriculum groups to develop lessons that embed the literacy standards into instruction in all content areas.
Subject-Area Teams (PLC)- These teams focuses on developing scales for each of the content-area standards, then using the scales to develop common assessments.
Teachers were given the opportunity this summer to work with the Differentiated Accountability Team to develop scales for standards and create common assessments.
Math Teachers participated in Hands-on Equations training.
Team Leaders and Department Heads were involved in the planning process for the Professional Development Days as well as the planning for implementing PLCs.

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

All successful teams must have a common language for effective and efficient communication. Using common language is essential to creating common understanding of their way of work. In order to develop a common language we will:
1) Establish a committee to define terms and meaning.
2) Develop a plan to teach the common language school wide.
3) Infuse the common language into our daily practices.
Goal Statement: TEAM on the FIELD

We are a championship team on a mission to empower student learning. Our goal, as a team, is to recruit, to develop, and to retain highly-qualified, talented, dedicated teachers, staff, and administrators. We are reflective, life-long learners who love our students, our jobs, and have a thirst for knowledge. In order to impact student learning, we self-assess, reflect on, and take ownership of our own teaching and learning practices. We are enthusiastic, hardworking, committed, and positive catalysts for change.
Objective 1:
To recruit highly-qualified, talented and dedicated teachers, staff and administrators
Strategies:
1) Recruit teachers as early as possible in the school year.
2) Develop relationships/contacts with teacher programs and EPI programs in area.
a. Continue to develop a list of contacts.
b. Meet with Directors of St. Leos teacher program.
c. Reach out to Lake City St. Leo Campus about assigning student teachers to SMS.
d. Meet with the coordinators of student teachers at the Lake City St. Leo campus July 2015.
3) Be intern friendly.
a. Increase the number of teachers who are Clinical Education trained.
i. Identify teachers who would make good supervising teachers.
ii. Set up trainings for identified teachers.
As of June 10, 2015, the following teachers are Clinical Education Trained:
1. Meri Harrell
2. Cara Disken
3. Rowena West
4. Tasha Cockburn
5. Melinda Tice
6. Mary Check-Cason
7. Annette Chauncey
8. Robyn Bonds
9. Canary Stephens
10. Jennifer Campbell
11. Lesley Fry
12. Lawanna Zimmerman
13. Kim Jennings
14. Keri Bean
15. Jay Joilcoeur
4) Attend recruiting fairs.
a. Develop a schedule of recruiting fairs for the next year and assign administrators and key teachers to attend.
5) Complete minimum of three reference checks per applicant. Reference checks should be three previous supervisors.
a. Develop a phone reference form.
6) Follow minority recruitment plan.
7) Develop a plan to screen interns.
a. Meet and great
b. Observations
c. Request evaluation forms from St. Leo supervisor.
8) Develop an Administrator development program at SMS.
a. Identify potential administrators.
i. Teachers participating in the Aspiring Leader Cohort
1. Mary Check-Cason
b. Encourage these teachers to get the necessary credentials.
c. Provide opportunities to serve in leadership roles.
d. Serve as a mentor teacher.
e. During pre-planning, have teachers complete a 1, 3, and 5 year goal survey as an ice breaker activity.

Objective 2:

To develop highly-qualified, talented, and dedicated teachers, staff, and administrators

1) Develop Professional Learning Communities for developing professionals.

2) Revisit training for new hires (developing professionals).

a. Make certain all new teachers know they are required to participate in new teacher training.

b. AP of Students will pull report after each New Teacher training to confirm attendance.

3) School-based orientation for new hires

a. School-based orientation during pre-planning week (August 10th). Mail invites--welcome, lunch with peer teachers.

4) Utilize Teacher Support Colleagues (TSCs), Renee Bass, and Debbie Jackson-Develop a plan and calendar for support.

a. Develop plan for TSCs to work with new teachers.

b. Develop plan for TSCs to work with struggling teachers.

c. Develop plan for TSCs to work with effective teachers.

d. Schedule monthly meeting with TSCs to discuss needs and goals.

5) Arrange Peer Observations.

a. Schedule a TSC or administrator to go with the teacher during peer observations

6) Develop a high-quality, systematic professional development plan.

7) Walkthroughs, conversations, IPDPs

a. Follow through with feedback.

i. Written if positive

ii. In conversation if constructive

iii. Use Edivate in the observation, evaluation, and IPDP process.

b. Develop a list of "Look fors."

i. Based on FEAPs

ii. School-wide initiatives

c. Provide opportunities for team leaders, department heads, and all teachers to engage in classroom walkthroughs to do "look fors."

8) Grow and groom master teachers.

9) Visit every classroom minimum once a week.

10) Identify struggling teachers.

a. Develop an assistance plan for struggling teachers based on data and observations.

b. Observe struggling teachers frequently (goal is weekly).

c. Review observations with struggling teachers, providing specific feedback pertaining to deficiencies, improvements, and strategies for improvement.

11) Observe teachers of specific departments every 2 weeks.

a. Each administrator will observe the same cohort of teachers for 15 to 30 minutes.

b. Administration will review lesson plans prior to the observation.

c. Administration will compare notes from the observation

d. Administration will review observations with the teachers.

12) Performance Appraisal system

a. Explain FEAP Instructional practices are the foundation of the Copeland Evaluation system.

b. Explain the how the Copeland instrument is used as the evaluation tool.

c. Tie all PD to the Copeland evaluation tool.

d. Explain the difference between and evaluation and an observation.

13) Professional Development Days

14) Lesson Studies

15) Recruit teachers who are ESOL and Reading Endorsed.

Objective 3:

To retain highly-qualified, talented, and dedicated teachers, staff, and administrators

1) Neat Process, 97 days, NRB when necessary

2) Recognize faculty and staff for:

a. Attendance

b. Kudos
c. Just Because
d. Data
e. Teacher of the Month
f. Birthdays
g. Etc.
3) Respect teachers time
4) Relevant, meaningful activities
5) Teacher appreciation four times annually
6) Showcase good teachers
7) Faculty & Staff Socials two times annually
8) Fun, food, and fellowship

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

1) All first-year teachers are placed in the district's year-long PECDES mentor-mentee. Mentor teachers have clinical education training.
2) Administrators and coaches do frequent walkthroughs and monthly meetings with novice teacher to provide feedback and support. More informal feedback is ongoing.
3) SMS conducted a school-based orientation on August 10th to review the school expectations and procedures as well as provide an opportunity for new teachers and mentor teachers to collaborate.
4) New teachers are provided opportunity to visit other classrooms and have follow up discussions with their mentor teacher and an administrator about what they observed.
5) Veteran teachers, but new to SMS, are given peer support by someone on the same grade level with same teaching assignment.
6) Classroom management coaching through Debbie Jackson, CHAMPS Consultant.
7) Provide support through FDLRS and other organizations as needed.

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 curriculum is dependent upon the professional staff's commitment to, and involvement in, a comprehensive, ongoing review of the curriculum. It shall be aligned with the state-, district-, and school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations. The written curriculum shall prescribe content; integrate relevant school-wide learning expectations; identify course-specific learning goals; suggest instructional strategies and suggest assessment techniques; be appropriately integrated; and emphasize depth of understanding over breadth of coverage.
Objective 1:
To develop curriculum maps that are aligned with state, district and school standards.
Strategies:
1) Train and teach teachers how to develop and use curriculum maps.
2) Utilize CPalms resources.
3) Select/Use Template.
4) Look at number of instructional days.
a. Create Time on Task policy with in school.
b. Teach March to March.

5) Implementation of maps
a. Use maps with fidelity.
b. Living document that is not set in stone
i. Having hard copies to anecdote as needed.
ii. Work in progress
c. Monitor
i. All subjects will follow their curriculum map.
ii. Department meetings on Teacher Work Days to make adjustments to curriculum maps.
iii. Hire subs to allow time to meet with subject area teachers by grade level (as needed).
6) Standards
a. Develops scales for each standard in all core subject areas.
b. Develop common assessments.
i. Embed the common assessments into the course to use as progress monitoring.
7) Literacy
a. Develop SMS Writing Plan.
b. Embed literacy into all content areas.
c. Continue to embed unpacked umbrella literacy standards in each content area.
d. Use the unpacked literacy standards to develop what literacy instruction looks like in each content area.

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

Goal Statement: Strategies
We will use best practices to create a culture that embraces high-quality instructional delivery focused on learning and critical thinking in order to promote rigorous academic standards and student accountability. As a result, we will develop life-long learners as well as provide opportunities for the authentic application of knowledge and skills.
Objective 1: To create a culture that is rigorous and relevant
1) Celebrate learning gains and proficiency levels with teachers.
2) Develop a system of accountability for implementation of strategies.
a. "Look Fors"
3) Train and require teachers to use higher-order DOK questions based on Webb's DOK in lessons.
4) Focus on teaching students how to think/reason.
5) Focus on Literacy for all-reading, writing, listening, speaking, thinking/reasoning.
6) Beginning-, middle- and end-of-the-year data review
7) Develop guidelines for teaching honors and advanced classes.
8) Become an educated community of professionals who are making research-, data-based decisions.
9) Develop a common language.
Objective 2: To develop best instructional practices
1) Identify best practices.
a. Literacy instructional strategies
b. Student placement in Intensive Reading courses based on instructional needs
c. Kagan/Cooperative Learning Strategies-Strategy of the Month
d. Differentiated Instruction
Objective 3: To Train and implement best practices
1) Assess ineffective strategies and eliminate their use.
2) Model the use of effective strategies in training sessions.
3) Train and implement research-based, high-yield practices in the classroom.
4) Focus on teaching content in context

5) Make the focus of department meetings to be PLCs focused on empowering teachers to improve student performance.
6) Use peer observations to improve instruction.
7) Implement Lesson Studies and the use of teacher videos for self-reflecting and peer coaching.
8) Use resources, such as FDLRS (CHAMPS) and TSCs to provide coaching.
9) Interactive notebooks
10) Note-taking strategies
11) Test-taking Strategies
12) Cloze Reading
13) Thematic Units
14) Hands-on Equations
15) Caught Ya's
16) Mastery Tests (Math)
17) CIM Assessments (Science)

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: Summer Program

Minutes added to school year: 8,640

Provide Language Arts, Reading, Math, Social Studies and Science Instruction

Strategy Rationale

Provide additional instruction for students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bean, Keri, keri.bean@suwannee.k12.fl.us

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

Student grades

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

SMS will provide:
A parent night for all students transitioning from 5th to 6th grade.
A school-wide tour of Suwannee Middle School for incoming 6th grade students.
A school-wide tour of Suwannee High School for all 8th grade students transitioning to 9th grade.
A meeting, including staff from both schools and parents, for all Exceptional Student Education (ESE) students transitioning from the 5th to the 6th grade and 8th to 9th grades.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students are able to explore career options and complete a personalized academic and career plan, which must be signed by the student and students' parents. Students are counseled and work with counselor, teachers, and parents to create personalized academic and career plan that best suits student needs. Counselors will use MyCareerShines.org to work with 8th grade students on career planning, high school planning, college planning and financial aid planning. Students will create a portfolio to guide them as they progress through high school and start looking closely at college and careers.

With the assistance of counselors and teachers, students will be able to create a portfolio and explore career options with use of the MyCareerShines.org online software during the 8th grade. This acts as a guide as they progress through high school and begin looking more closely at college and career opportunities. Students will work with counselors and parents to create an academic plan that best suits the individual students needs.

Counselors will provide all 8th grade students with information on college costs, financial aid, and scholarship opportunities, as well as the correlation between income earning potential and education. In addition, college and career awareness/planning meetings on an individual basis will be conducted with all 8th grade students. Their parents will also be invited to participate.

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

Suwannee Middle School believes that students who succeed in higher education and the workforce tend to demonstrate a maturity that is evidenced by: effective communication skills, critical thinking and analytical skills, good time management skills, intellectual curiosity, and a commitment to learning.

Students coming into middle school are placed on a wheel of applied classes to explore vocational offerings. Electives offered at SMS include agriculture, art, band, medical skills, physical education, Spanish, and various technology courses. Students are given options for these elective courses throughout middle school.

Students are able to earn high school credits in agriculture, art, medical skills, Spanish, Hope Health/ PE, technology, Physical Science, and Algebra. Students are also able to enroll in advanced courses through virtual learning.

In addition, students are able to earn industry certifications in Microsoft Office software applications and state-approved digital tool certifications through ICT Essentials software. Students are able to work toward earning these certifications through various technology courses offered at SMS.

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

NA

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

NA

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 meeting the Early Warning System criteria will reduce by 20% through: • Increasing the average daily attendance by at least 2% from the 2014-2015 school year to the 2015-2016 school year. • Reducing the total number of discipline referrals by 100 incidents from the 2014-2015 school year to the 2015-2016 school year. • Increasing the total number of students successfully completing all courses with a passing grade by at least 5%.

G2. Increase proficiency on the state end-of-course assessments: • At least 70% of the students taking Civics will pass the Civics EOC assessment.

G3. Increase student achievement in writing: • The percent of students scoring Average or Above Average in writing on the Write Score Progress Monitoring Assessment will increase by at least 10% from the first assessment to the third assessment.

G4. Increase student achievement in reading: • The percent of students making learning gains in reading in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. • The percent of students making learning gains in reading on the Florida Standards Assessments will increase by at least 10%. • The percent of students proficient in reading on the Florida Standards Assessments will increase by at least 10%.

G5. Increase student achievement in mathematics: •The percent of students making learning gains in math in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. •The percent of students making learning gains in math on the Florida Standards Assessments will increase by at least 10%. •The percent of students proficient in math on the Florida Standards Assessments will increase by at least 10%. •Increase proficiency on the Algebra I FSA EOC Assessment.

G6. The percent of students scoring proficient in Grade 8 Science FCAT 2.0 (Achievement Level 3 or Higher) will increase to a minimum of 70%.

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 meeting the Early Warning System criteria will reduce by 20% through: • Increasing the average daily attendance by at least 2% from the 2014-2015 school year to the 2015-2016 school year. • Reducing the total number of discipline referrals by 100 incidents from the 2014-2015 school year to the 2015-2016 school year. • Increasing the total number of students successfully completing all courses with a passing grade by at least 5%. 1a

G074584

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	16.0

Resources Available to Support the Goal 2

- Available reports and student data who met 2 or more indicators
- EWS PLCs
- EWS Leadership Team
- Support personnel

Targeted Barriers to Achieving the Goal 3

- Faculty and Staff are at the beginning stages of understanding the EWS process and interventions.

Plan to Monitor Progress Toward G1. 8

Student EWS Data

Person Responsible
Kim Jennings

Schedule
Biweekly, from 8/10/2015 to 6/10/2016

Evidence of Completion
EWS indicators data

G2. Increase proficiency on the state end-of-course assessments: • At least 70% of the students taking Civics will pass the Civics EOC assessment. 1a

G074585

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	70.0

Resources Available to Support the Goal 2

- Social Studies PLCs developing scales that identify levels of proficiency on standards and developing common assessments

- Instructional Coach

- Implementation of Literacy instruction across the curriculum

- USA Test Prep

Targeted Barriers to Achieving the Goal 3

- Limited proficiency in the implementation of Civics standards through high-yield, research-based strategies.

Plan to Monitor Progress Toward G2. 8

Progress monitoring and other formative assessments

Person Responsible
Keri Bean

Schedule
Quarterly, from 9/2/2015 to 5/31/2016

Evidence of Completion
Test data

G3. Increase student achievement in writing: • The percent of students scoring Average or Above Average in writing on the Write Score Progress Monitoring Assessment will increase by at least 10% from the first assessment to the third assessment. `1a`

🔍 G074586

Targets Supported `1b`

Indicator	Annual Target
Writing Gains District Assessment	95.0

Resources Available to Support the Goal `2`

- Implementation of Literacy instruction across the curriculum

- Development of school-wide writing plan

- Write Score progress monitoring assessment

- Instructional Coach

Targeted Barriers to Achieving the Goal `3`

- Lack of foundational writing skills required to perform on grade level

Plan to Monitor Progress Toward G3. `8`

Lesson Plans

Person Responsible

Keri Bean

Schedule

Quarterly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Literacy standards documented in lessons plans

G4. Increase student achievement in reading: • The percent of students making learning gains in reading in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. • The percent of students making learning gains in reading on the Florida Standards Assessments will increase by at least 10%. • The percent of students proficient in reading on the Florida Standards Assessments will increase by at least 10%. `1a`

🔍 G074587

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	100.0
ELA/Reading Lowest 25% Gains	100.0

Resources Available to Support the Goal `2`

- Implementation of Literacy instruction across the curriculum

- Accelerated Reader

- iReady Progress Monitoring Assessment

- Language Arts/Reading PLCs developing scales that identify levels of proficiency on standards and developing common assessments

- Curriculum Maps

Targeted Barriers to Achieving the Goal `3`

- Lack of foundational Reading skills required to perform on grade level.

Plan to Monitor Progress Toward G4. `8`

Progress monitoring and other formative assessments

Person Responsible
Keri Bean

Schedule
On 5/31/2016

Evidence of Completion
Assessment Data

G5. Increase student achievement in mathematics: •The percent of students making learning gains in math in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. •The percent of students making learning gains in math on the Florida Standards Assessments will increase by at least 10%. •The percent of students proficient in math on the Florida Standards Assessments will increase by at least 10%. •Increase proficiency on the Algebra I FSA EOC Assessment. `1a`

🔍 G074588

Targets Supported `1b`

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	95.0
FSA Mathematics - Achievement	50.0
Math Gains	100.0
Math Lowest 25% Gains	100.0

Resources Available to Support the Goal `2`

- Hands-on Equations
- Math PLCs developing scales identifying levels of proficiency on standards and developing common assessments
- Mastery Tests
- Curriculum Maps
- Math Coach
- Implementation of Literacy instruction across the curriculum

Targeted Barriers to Achieving the Goal `3`

- Lack of foundational math skills required to perform on grade level

Plan to Monitor Progress Toward G5. `8`

Mastery tests and other formative assessments

Person Responsible

Keri Bean

Schedule

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

Evidence of Completion

Assessment data

G6. The percent of students scoring proficient in Grade 8 Science FCAT 2.0 (Achievement Level 3 or Higher) will increase to a minimum of 70%. 1a

G074589

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Implementation of Literacy instruction across the curriculum

- CIM Assessments at all three grade levels

- Science PLCs developing scales identifying levels of proficiency on standards and developing common assessments

- Curriculum Maps

- Academic Coach

Targeted Barriers to Achieving the Goal 3

- Grade 6 teaches Earth Science, 7th Life Science, and 8th Physical Science. Students are learning the content at the grade level they are taking the course and are tested comprehensively in the 8th grade. This results in the lack of retention of the information.

Plan to Monitor Progress Toward G6. 8

Scores from CIM Assessments

Person Responsible
Keri Bean

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

Evidence of Completion
Student scores

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 meeting the Early Warning System criteria will reduce by 20% through: • Increasing the average daily attendance by at least 2% from the 2014-2015 school year to the 2015-2016 school year. • Reducing the total number of discipline referrals by 100 incidents from the 2014-2015 school year to the 2015-2016 school year. • Increasing the total number of students successfully completing all courses with a passing grade by at least 5%. 1

🔑 G074584

G1.B1 Faculty and Staff are at the beginning stages of understanding the EWS process and interventions. 2

🔑 B194794

G1.B1.S1 Train faculty and staff in the EWS process and interventions. 4

🔑 S206388

Strategy Rationale

Through training we build capacity.

Action Step 1 5

Assistant Principal of Students and Guidance Counselors are collaborating and key leaders on through the EWS process. The leaders then work with small groups of teachers and staff.

Person Responsible

Kim Jennings

Schedule

Monthly, from 7/13/2015 to 6/10/2016

Evidence of Completion

Sign in sheets

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

Through a notebook system logging students in need and interventions

Person Responsible

Kim Jennings

Schedule

Monthly, from 9/2/2015 to 6/10/2016

Evidence of Completion

EWS Notebook

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

Monthly PLCs to provide opportunity to collaborate

Person Responsible

Kim Jennings

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Sign-in sheets, agendas, and artifacts

G2. Increase proficiency on the state end-of-course assessments: • At least 70% of the students taking Civics will pass the Civics EOC assessment. 1

G074585

G2.B1 Limited proficiency in the implementation of Civics standards through high-yield, research-based strategies. 2

B194795

G2.B1.S1 Development of scales and common assessments through professional learning communities 4

S206389

Strategy Rationale

Develop scales and common assessments based on content standards to ensure that teachers understand and are able to provide instruction and assess students at varying levels of rigor.

Action Step 1 5

Teachers will develop standard based scales and common assessments in their monthly PLC.

Person Responsible

Brantley Helvenston

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts from PLC

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

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

Brantley Helvenston

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts of development of scales and common assessments

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

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

Brantley Helvenston

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts of development of scales and common assessments

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

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

Brantley Helvenston

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts of development of scales and common assessments

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

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

Brantley Helvenston

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts of development of scales and common assessments.

G3. Increase student achievement in writing: • The percent of students scoring Average or Above Average in writing on the Write Score Progress Monitoring Assessment will increase by at least 10% from the first assessment to the third assessment. 1

🔍 G074586

G3.B1 Lack of foundational writing skills required to perform on grade level 2

🔍 B194796

G3.B1.S1 Develop lessons that embed Literacy Standards in all content areas. 4

🔍 S206390

Strategy Rationale

Literacy across the curriculum will develop students' ability to read, write, listen, speak, think, and reason. This, in turn, will make them more proficient writers.

Action Step 1 5

As part of a task force, teachers will develop lessons, as subject area teams, that embed Literacy Standards.

Person Responsible

Keri Bean

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Lesson Plans

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

Lesson plans

Person Responsible

Keri Bean

Schedule

Quarterly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Lesson plans/instruction that includes Literacy Standards

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

Monthly meetings to collaborate and develop lesson plans

Person Responsible

Keri Bean

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Lesson Plans

G3.B1.S2 Use Write Score data to provide targeted writing instruction. `4`

🔑 S206391

Strategy Rationale

Deficiencies will be identified and instruction will be targeted to reduce the deficiencies.

Action Step 1 `5`

Students will participate in Write Score progress monitoring three times annually. Teachers will use the data to target areas of need.

Person Responsible

Mary Check-Cason

Schedule

Quarterly, from 9/28/2015 to 3/31/2016

Evidence of Completion

Write Score data and student artifacts.

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

Collaboration through PLCs and Department Meetings

> **Person Responsible**
>
> Mary Check-Cason
>
> **Schedule**
>
> On 3/31/2016
>
> ***Evidence of Completion***
>
> Lesson Plans

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

Write Score data and FSA data will be used to determine effectiveness.

> **Person Responsible**
>
> Mary Check-Cason
>
> **Schedule**
>
> Quarterly, from 10/7/2015 to 3/31/2016
>
> ***Evidence of Completion***
>
> Assessment Data

G4. Increase student achievement in reading: • The percent of students making learning gains in reading in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. • The percent of students making learning gains in reading on the Florida Standards Assessments will increase by at least 10%. • The percent of students proficient in reading on the Florida Standards Assessments will increase by at least 10%.

`1`

G074587

G4.B1 Lack of foundational Reading skills required to perform on grade level. `2`

B194797

G4.B1.S1 Differentiated instruction `4`

S206392

Strategy Rationale

Instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, and formative assessments will empower all students to show growth.

Action Step 1 `5`

Provide instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, and formative assessments.

Person Responsible

Mary Check-Cason

Schedule

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

Evidence of Completion

Lesson Plans

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

Monitoring Lesson Plans

Person Responsible

Keri Bean

Schedule

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

Evidence of Completion

Evidence of strategies in lesson plans

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

Collaboration in Language Arts/Reading PLC

Person Responsible

Mary Check-Cason

Schedule

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

Evidence of Completion

Artifacts from PLC

G4.B1.S2 Development of scales and common assessments `4`

🔑 S206393

Strategy Rationale

Develop scales and common assessments based on the LAFS to ensure that teachers understand and are able to provide instruction and assess students at varying levels of rigor.

Action Step 1 `5`

Teachers will develop standards-based scales and common assessments in their monthly PLC.

Person Responsible

Mary Check-Cason

Schedule

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

Evidence of Completion

Artifacts from PLC

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

Opportunities for collaboration will be provided monthly on PD day

Person Responsible

Mary Check-Cason

Schedule

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

Evidence of Completion

Artifacts of development of scales and common assessments

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

Opportunities for collaboration will be provided monthly on PD day

Person Responsible

Mary Check-Cason

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts of development of scales and common assessments

G5. Increase student achievement in mathematics: •The percent of students making learning gains in math in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. •The percent of students making learning gains in math on the Florida Standards Assessments will increase by at least 10%. •The percent of students proficient in math on the Florida Standards Assessments will increase by at least 10%. •Increase proficiency on the Algebra I FSA EOC Assessment. 1

G074588

G5.B1 Lack of foundational math skills required to perform on grade level 2

B194798

G5.B1.S1 Differentiated Instruction 4

S206394

Strategy Rationale

Instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, mastery tests, and other formative assessments will empower all students to show growth.

Action Step 1 5

Provide instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, mastery tests, and other formative assessments.

Person Responsible

Keri Bean

Schedule

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

Evidence of Completion

Lesson Plans

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

Monitoring of lesson plans

Person Responsible

Keri Bean

Schedule

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

Evidence of Completion

Evidence of strategies in lesson plans

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

Collaboration in math PLC

Person Responsible

Keri Bean

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts from PLC

G5.B1.S2 Implementation of Hands-on Equations `4`

🔑 S206395

Strategy Rationale

Through the use of manipulatives, instruction will be provided in multiple modalities.

Action Step 1 `5`

Teachers were trained in the use of Hands on Equations. Make-up session is scheduled.

Person Responsible

Keri Bean

Schedule

On 10/7/2015

Evidence of Completion

Lesson Plans/Classroom walk throughs and observations.

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

Lesson plans will be monitored.

Person Responsible

Keri Bean

Schedule

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

Evidence of Completion

Lesson plans

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

Collaboration in PLC

Person Responsible

Keri Bean

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts

G5.B1.S3 Development of scales and common assessments `4`

`🔍 S206396`

Strategy Rationale

Develop scales and common assessments based on the MAFS to ensure that teachers understand and are able to provide instruction and assess students at varying levels of rigor.

Action Step 1 `5`

Teachers will develop standards-based scales and common assessments in their monthly PLC.

Person Responsible

Keri Bean

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts from PLC

Plan to Monitor Fidelity of Implementation of G5.B1.S3 `6`

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

Keri Bean

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts of development of scales and common assessments

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

Keri Bean

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Artifacts of development of scales and common assessments

G6. The percent of students scoring proficient in Grade 8 Science FCAT 2.0 (Achievement Level 3 or Higher) will increase to a minimum of 70%. [1]

G074589

G6.B1 Grade 6 teaches Earth Science, 7th Life Science, and 8th Physical Science. Students are learning the content at the grade level they are taking the course and are tested comprehensively in the 8th grade. This results in the lack of retention of the information. [2]

B194799

G6.B1.S1 Grade 8 science teachers review key information from both Earth and Life Sciences throughout the year. [4]

S206397

Strategy Rationale

Provides instruction and information during students' 8th grade year.

Action Step 1 [5]

Provide guidance and accountability for the spiraling of all science curriculum

Person Responsible

Robyn Bonds

Schedule

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

Evidence of Completion

Lesson Plans

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

Ongoing collaboration among the science teachers

Person Responsible

Robyn Bonds

Schedule

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

Evidence of Completion

CIM Assessments

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

CIM Assessments are given and information is retaught and retested as needed.

Person Responsible

Robyn Bonds

Schedule

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

Evidence of Completion

Student scores

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	Assistant Principal of Students and Guidance Counselors are collaborating and key leaders on through the EWS process. The leaders then work with small groups of teachers and staff.	Jennings, Kim	7/13/2015	Sign in sheets	6/10/2016 monthly
G2.B1.S1.A1	Teachers will develop standard based scales and common assessments in their monthly PLC.	Helvenston, Brantley	9/2/2015	Artifacts from PLC	5/31/2016 monthly
G3.B1.S1.A1	As part of a task force, teachers will develop lessons, as subject area teams, that embed Literacy Standards.	Bean, Keri	9/2/2015	Lesson Plans	5/31/2016 monthly
G3.B1.S2.A1	Students will participate in Write Score progress monitoring three times annually. Teachers will use the data to target areas of need.	Check-Cason, Mary	9/28/2015	Write Score data and student artifacts.	3/31/2016 quarterly
G4.B1.S1.A1	Provide instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, and formative assessments.	Check-Cason, Mary	8/17/2015	Lesson Plans	5/31/2016 weekly
G4.B1.S2.A1	Teachers will develop standards-based scales and common assessments in their monthly PLC.	Check-Cason, Mary	8/17/2015	Artifacts from PLC	5/31/2016 monthly
G5.B1.S1.A1	Provide instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, mastery tests, and other formative assessments.	Bean, Keri	8/17/2015	Lesson Plans	5/31/2016 weekly
G5.B1.S2.A1	Teachers were trained in the use of Hands on Equations. Make-up session is scheduled.	Bean, Keri	6/18/2015	Lesson Plans/Classroom walk throughs and observations.	10/7/2015 one-time
G5.B1.S3.A1	Teachers will develop standards-based scales and common assessments in their monthly PLC.	Bean, Keri	9/2/2015	Artifacts from PLC	5/31/2016 monthly
G6.B1.S1.A1	Provide guidance and accountability for the spiraling of all science curriculum	Bonds, Robyn	8/17/2015	Lesson Plans	5/31/2016 weekly
G1.MA1	Student EWS Data	Jennings, Kim	8/10/2015	EWS indicators data	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monthly PLCs to provide opportunity to collaborate	Jennings, Kim	9/2/2015	Sign-in sheets, agendas, and artifacts	5/31/2016 monthly
G1.B1.S1.MA1	Through a notebook system logging students in need and interventions	Jennings, Kim	9/2/2015	EWS Notebook	6/10/2016 monthly
G2.MA1	Progress monitoring and other formative assessments	Bean, Keri	9/2/2015	Test data	5/31/2016 quarterly
G2.B1.S1.MA1	Opportunities for collaboration will be provided monthly on PD day.	Helvenston, Brantley	9/2/2015	Artifacts of development of scales and common assessments.	5/31/2016 monthly
G2.B1.S1.MA1	Opportunities for collaboration will be provided monthly on PD day.	Helvenston, Brantley	9/2/2015	Artifacts of development of scales and common assessments	5/31/2016 monthly
G2.B1.S1.MA1	Opportunities for collaboration will be provided monthly on PD day.	Helvenston, Brantley	9/2/2015	Artifacts of development of scales and common assessments	5/31/2016 monthly
G2.B1.S1.MA1	Opportunities for collaboration will be provided monthly on PD day.	Helvenston, Brantley	9/2/2015	Artifacts of development of scales and common assessments	5/31/2016 monthly
G3.MA1	Lesson Plans	Bean, Keri	9/2/2015	Literacy standards documented in lessons plans	5/31/2016 quarterly
G3.B1.S1.MA1	Monthly meetings to collaborate and develop lesson plans	Bean, Keri	9/2/2015	Lesson Plans	5/31/2016 monthly
G3.B1.S1.MA1	Lesson plans	Bean, Keri	9/2/2015	Lesson plans/instruction that includes Literacy Standards	5/31/2016 quarterly
G3.B1.S2.MA1	Write Score data and FSA data will be used to determine effectiveness.	Check-Cason, Mary	10/7/2015	Assessment Data	3/31/2016 quarterly
G3.B1.S2.MA1	Collaboration through PLCs and Department Meetings	Check-Cason, Mary	10/7/2015	Lesson Plans	3/31/2016 one-time
G4.MA1	Progress monitoring and other formative assessments	Bean, Keri	8/31/2015	Assessment Data	5/31/2016 one-time
G4.B1.S1.MA1	Collaboration in Language Arts/Reading PLC	Check-Cason, Mary	8/31/2015	Artifacts from PLC	5/31/2016 monthly
G4.B1.S1.MA1	Monitoring Lesson Plans	Bean, Keri	8/17/2015	Evidence of strategies in lesson plans	5/31/2016 quarterly
G4.B1.S2.MA1	Opportunities for collaboration will be provided monthly on PD day	Check-Cason, Mary	9/2/2015	Artifacts of development of scales and common assessments	5/31/2016 monthly
G4.B1.S2.MA1	Opportunities for collaboration will be provided monthly on PD day	Check-Cason, Mary	8/17/2015	Artifacts of development of scales and common assessments	5/31/2016 monthly
G5.MA1	Mastery tests and other formative assessments	Bean, Keri	8/17/2015	Assessment data	5/31/2016 quarterly
G5.B1.S1.MA1	Collaboration in math PLC	Bean, Keri	9/2/2015	Artifacts from PLC	5/31/2016 monthly
G5.B1.S1.MA1	Monitoring of lesson plans	Bean, Keri	8/17/2015	Evidence of strategies in lesson plans	5/31/2016 quarterly
G5.B1.S2.MA1	Collaboration in PLC	Bean, Keri	9/2/2015	Artifacts	5/31/2016 monthly
G5.B1.S2.MA1	Lesson plans will be monitored.	Bean, Keri	8/17/2015	Lesson plans	5/31/2016 quarterly
G5.B1.S3.MA1	Opportunities for collaboration will be provided monthly on PD day.	Bean, Keri	9/2/2015	Artifacts of development of scales and common assessments	5/31/2016 monthly
G5.B1.S3.MA1	Opportunities for collaboration will be provided monthly on PD day.	Bean, Keri	9/2/2015	Artifacts of development of scales and common assessments	5/31/2016 monthly
G6.MA1	Scores from CIM Assessments	Bean, Keri	8/17/2015	Student scores	5/31/2016 monthly
G6.B1.S1.MA1	CIM Assessments are given and information is retaught and retested as needed.	Bonds, Robyn	8/17/2015	Student scores	5/31/2016 monthly
G6.B1.S1.MA1	Ongoing collaboration among the science teachers	Bonds, Robyn	8/17/2015	CIM Assessments	5/31/2016 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 meeting the Early Warning System criteria will reduce by 20% through: • Increasing the average daily attendance by at least 2% from the 2014-2015 school year to the 2015-2016 school year. • Reducing the total number of discipline referrals by 100 incidents from the 2014-2015 school year to the 2015-2016 school year. • Increasing the total number of students successfully completing all courses with a passing grade by at least 5%.

G1.B1 Faculty and Staff are at the beginning stages of understanding the EWS process and interventions.

G1.B1.S1 Train faculty and staff in the EWS process and interventions.

PD Opportunity 1

Assistant Principal of Students and Guidance Counselors are collaborating and key leaders on through the EWS process. The leaders then work with small groups of teachers and staff.

Facilitator

Kim Jennings and EWS Leadership Team

Participants

All teachers

Schedule

Monthly, from 7/13/2015 to 6/10/2016

G2. Increase proficiency on the state end-of-course assessments: • At least 70% of the students taking Civics will pass the Civics EOC assessment.

G2.B1 Limited proficiency in the implementation of Civics standards through high-yield, research-based strategies.

G2.B1.S1 Development of scales and common assessments through professional learning communities

PD Opportunity 1

Teachers will develop standard based scales and common assessments in their monthly PLC.

Facilitator

Brantley Helvenston

Participants

Civics Teachers

Schedule

Monthly, from 9/2/2015 to 5/31/2016

G3. Increase student achievement in writing: • The percent of students scoring Average or Above Average in writing on the Write Score Progress Monitoring Assessment will increase by at least 10% from the first assessment to the third assessment.

G3.B1 Lack of foundational writing skills required to perform on grade level

G3.B1.S1 Develop lessons that embed Literacy Standards in all content areas.

PD Opportunity 1

As part of a task force, teachers will develop lessons, as subject area teams, that embed Literacy Standards.

Facilitator

Language Arts and Reading Teachers

Participants

All teachers

Schedule

Monthly, from 9/2/2015 to 5/31/2016

G3.B1.S2 Use Write Score data to provide targeted writing instruction.

PD Opportunity 1

Students will participate in Write Score progress monitoring three times annually. Teachers will use the data to target areas of need.

Facilitator

Mary Check-Cason

Participants

Language Arts Teachers

Schedule

Quarterly, from 9/28/2015 to 3/31/2016

G4. Increase student achievement in reading: • The percent of students making learning gains in reading in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. • The percent of students making learning gains in reading on the Florida Standards Assessments will increase by at least 10%. • The percent of students proficient in reading on the Florida Standards Assessments will increase by at least 10%.

G4.B1 Lack of foundational Reading skills required to perform on grade level.

G4.B1.S1 Differentiated instruction

PD Opportunity 1

Provide instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, and formative assessments.

Facilitator

Mary Check-Cason

Participants

Language Arts Department and Reading Department

Schedule

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

G4.B1.S2 Development of scales and common assessments

PD Opportunity 1

Teachers will develop standards-based scales and common assessments in their monthly PLC.

Facilitator

Mary Check-Cason

Participants

Language Arts and Reading Teachers

Schedule

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

G5. Increase student achievement in mathematics: •The percent of students making learning gains in math in the bottom quartile on the Florida Standards Assessment will increase by at least 10%. •The percent of students making learning gains in math on the Florida Standards Assessments will increase by at least 10%. •The percent of students proficient in math on the Florida Standards Assessments will increase by at least 10%. •Increase proficiency on the Algebra I FSA EOC Assessment.

G5.B1 Lack of foundational math skills required to perform on grade level

G5.B1.S1 Differentiated Instruction

PD Opportunity 1

Provide instruction based on the needs of the students as determined by IEPs, EPs, ELL Plans, 504 Plans, mastery tests, and other formative assessments.

Facilitator

Dan Skelly/Keri Bean

Participants

Math Teachers

Schedule

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

G5.B1.S2 Implementation of Hands-on Equations

PD Opportunity 1

Teachers were trained in the use of Hands on Equations. Make-up session is scheduled.

Facilitator

Hands-on Equation Rep. and Math Dept. Head

Participants

Math Teachers

Schedule

On 10/7/2015

G5.B1.S3 Development of scales and common assessments

PD Opportunity 1

Teachers will develop standards-based scales and common assessments in their monthly PLC.

Facilitator

Dan Skelly

Participants

Math Department

Schedule

Monthly, from 9/2/2015 to 5/31/2016

G6. The percent of students scoring proficient in Grade 8 Science FCAT 2.0 (Achievement Level 3 or Higher) will increase to a minimum of 70%.

G6.B1 Grade 6 teaches Earth Science, 7th Life Science, and 8th Physical Science. Students are learning the content at the grade level they are taking the course and are tested comprehensively in the 8th grade. This results in the lack of retention of the information.

G6.B1.S1 Grade 8 science teachers review key information from both Earth and Life Sciences throughout the year.

PD Opportunity 1

Provide guidance and accountability for the spiraling of all science curriculum

Facilitator

Robyn Bonds-Through Department Meetings

Participants

Science Department

Schedule

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