South Sumter High School

2016-17 Schoolwide Improvement Plan

South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	B

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Sumter County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for South Sumter High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

At South Sumter High School we value students and thier cultures. Students are required to fill out registration forms which include forms focused on the language spoken at home, nighttime residency, health information, and family. The teachers have access to this information to understand the student's culture and background. Teachers and students also use the guidance department for clarity on specific situations. We also have mentoring programs at South Sumter High School. Our AVID program has paired a mentor from the faculty with each of the AVID students. The mentors are there to discuss grades and other concerns the students may have. In addition to AVID students being paired with mentors, our 9th and 10th graders also have mentors. These students were paired based on the results of interests surveys completed by students and faculty.

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

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

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

South Sumter High School provides three guidance counselors for the various grade levels and the exceptional educational students. Each counselor posts a clipboard with a sign-up sheet for students. The counselors' goals are to reach all students who have signed up. The counselors rotate grade levels each year so students have the same guidance counselor through out their high school career. Twice a month our counselor have "Counselors Corner" in the lunchroom during both lunches. Our school holds an annual Bullying Poster Contest with the different posters displayed throughout the school campus. The AVID program enlists mentors for each of the AVID students to review grades, policies, and for the student to connect with school personnel. All 9th and 10th graders have been paired with a mentor.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

At South Sumter High School we strive to build relationships with our students' families to increase academic success. To increase awareness and participation in school functions and meetings we have a variety of ways to disseminate information.
A. Posting information on the marquee in front of the school.
B. Mailing and emailing a school newsletter including a calendar monthly.
C. A school Remind account. Remind is a free private mobile messaging platform that enables teachers and schools to send reminders to students and parents via text and email. It can be used to send information about important academic reminders such as EOC dates, report cards, progress

reports, AP Exams, Progress Reports, standardized tests, SAC meetings, etc.
D. Use of the call out system
F. Posting information on the school website
G. Encouraging teachers to email parents a progress report bi-weekly using Skyward
In addition, parents have access to the parent viewer on the electronic grade book (SKYWARD)

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

At South Sumter High School, we value our community partners and strive to build positive ongoing relationships with our partners to increase academic success. One of our partners is CEMEX. They offer an "outdoor classroom" at Sumter Environmental Education Center (SEEC). Suncoast Credit Union with our business classes. The MECA (Medical Career) program utilizes the various medical facilities around the district to provide practice and experience for the students. In the social studies department, guest speakers representing various government offices are used to inform the students of the systems used to run the city, county, state, and federal governments. The math department joins the local state college in the RISE program to increase the number of students who are college ready. The school hosts a College and Career Fair. The fair is held on a school day from noon - 5pm. Students have an opportunity to explore many of the possibilities available upon graduation. Our community's business partners and a variety of college representatives are on-hand to help students explore the possibilities.The school also hosts an Acadamy Awards night where Academy partners are recognized. This helps create awareness and build excitement regarding the academic successes and educational opportunities at SSHS.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Morgan, Preston	Principal
Didjurgis, Barbara	Teacher, K-12
Grady, Jean	Teacher, ESE
Piwowar, Robert	Assistant Principal
Jadunauth, Preya	School Counselor
Lawrence, Kelly	Other
Moreland, Kay	Instructional Technology
Oliver, Mona	School Counselor
Noe, Marilyn	School Counselor
Oswald, Doreen	Teacher, K-12
Ray, Karen	Teacher, K-12
Simmons, Melissa	Instructional Coach
Stewart, Danielle	Teacher, K-12
Norman-Tadlock, Carrie	Administrative Support
Holloway, Lacy	Teacher, K-12
Fussell, Amy	Instructional Media
Hileman, Debbie	Teacher, Career/Technical

b. Duties

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

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

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

To use resources effeiciently, our school uses data to identify trends and patterns. Resources are allocated and used to provide students with the best oppportunities available to meet promotion and graduation requirements. The master schedule is built to meet the academic needs and the interests of the students. MTSS is used to improve learning for all students. Tier 1 instruction is based on best practices and differentiated instruction and provided to all stuents. When students need instruction

beyond what is provided universally, they are refered to Tier 2 where addtional interventions and specialized instruction is provided. If the intensity of the interventions need to increase, the student will move from Tier 2 to Tier 3. The process is over seen by the MTSS facilitator. Data showing the student's progress is collected frequently and reviewed by the MTSS facilitator, classroom teacher, intervention provider, and guidance counselor. Administration ensures the fidelity of the process. We have a support facilitator that provides assistance to students in the math classroom. We also have a Learning Strategies class for SWD where they are given extra support.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Alissa Carneglia	Student
Melissa Winter	Parent
Kim Green	Education Support Employee
Kelly Lawrence	Teacher
Kay Moreland	Teacher
Karen Ray	Teacher
Kimberly Morris	Parent
Preston Morgan	Principal
Miranda Sanders	Parent
Robert Sanchez	Parent
Jean Holstein	Principal
Carrie Norman-Tadlock	Principal
Gaylyn Grant	Parent
Rosa Arredondo	Parent
Landi Adams	Parent
Rhiannon Kaufman	Student
Russell Hogan	Parent
Rpbert Piwowar	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's plan was reviewed at the first SAC meeting this year. Discussion was held about what goals were met and which were not. Barriers were discussed.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

School planners purchased
Books purchased for the library
Additional cameras installed on campus

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Piwowar, Robert	Assistant Principal
Simmons, Melissa	Instructional Coach
Grady, Jean	Teacher, ESE
Stewart, Danielle	Teacher, K-12
Ray, Karen	Teacher, K-12
Fussell, Amy	Instructional Media
Girard, Janice	Teacher, K-12
Lawrence, Franklyn	Teacher, K-12
Holloway, Lacy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All teaches have a common planning time before school. PLCs meet at least twice a month to discuss various topics including a focus on AVID strategies and how they relate to the various disciplines. The AVID site team meets on a regular basis to share strategies from each department and to discuss the AVID school wide initiative which is marking the text. Teachers who teach the same subject plan collaboratively, assign similar projects and tests to have consistency throughout the departments. Teachers also have a planning period through out the day and are encouraged to use this time to observe other teachers.

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

The Human Resource recruitment team actively pursues certified and highly qualified applicants through college recruitment fairs, Teachers-Teachers recruiting service, and Sumter's online applicant tracking system available on the District's website.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Testing data is analyzed and used to identify freshmen and sophomores who scored Level 1 or Level 2 in reading. They are placed in reading classes for a 90 minute block. Juniors and seniors who have

not passed the FSA/ELA are assigned a 45 minute reading class. The reading class has a dual focus to include strategies to assist students in making a concordant score on the ACT or SAT in lieu of the FSA/ELA so the student can graduate and prepare for college entry. Individual teachers work one on one with students to attain writing and reading skills. Data is also used in the math department to schedule students into a math curriculum best suited for them. Ninth grade Level 1 students receive instruction through the Agileminds program in Algebra 1A/1B. Liberal Arts Math 1 is offered for EOC remediation and uses Math Nation. Math nation is also used in Algebra 1 and Geometry. Students who are college ready are placed into Liberal Arts 2 and Intermediate Algebra. Before and after school tutoring is offered. Technological resources are provided to some students whose textbooks have an online component with interactive activities. The teachers also offer opportunities to correct or retake assignments. Data is also used to refer students to MTSS where they receive addtional instructional interventions. SWD students take a learning strategies class to assist them with thier work. Classroom teachers use flexible grouping to meet the needs of students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Moreland, Kay, kay.moreland@sumter.k12.fl.us

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

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

2. Student Transition and Readiness

a. 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).

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

We have cross curriculum and planning with middle school teachers. We have an open house for incoming 9th graders in the spring of their 8th grade year. A few days before school starts incoming 9th graders can pick up their schedules and get a tour of the campus. We publish a curriculum guide for students and parents to provide communication of graduation and grade level requirements. The RISE program is offered in conjunction with the local state college for college readiness. The AVID students take field trips to tour college campuses. Various academies also provide college field trips

for students. Teachers go above and beyond the teaching expectations to help new students catch up with the class by allowing them to do less work until they are settled. Our students are supportive of their new classmates by helping to bring them up to date with work. The counselors see that the new students are placed in the right courses to ensure no loss of credits. We have student ambassadors to show new students around and help them get acclimated to the school. My 10 Year Plan is being implemented through our Freshmen Transition Course.

b. College and Career Readiness

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

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

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

South Sumter High School offers multiple career and technical programs to our students that provide an opportunity for students to earn an industry certification. These courses include Agriculture, Medical Careers, Childcare, Criminal Justice and Business. The following are currently the certifications we offer to our students: Agriculture Technician, Agriculture Bio technician, Florida Certified Horticultural Professional, Animal Science Technician, Early Childhood Education Certification, First Aid/CPR, Early Childhood Professional Certificate (ECPC), Child Development Associate (CDA), Servsafe, Certified Nursing Assistant, Certified Medical Administrative Assistant, EKG Aide, Internet Business Associate, MOS and 911 Public Safety Telecommunications: Police, Fire, Ambulance Dispatcher.
Students can also attend Vo-Tech and receive certification in various areas.
We also have a partnership with LSSC where students can take dual enrollment courses.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

South Sumter High School is committed to improving student readiness for the public post-secondary level. We are working to make improvements in the pre-graduate indicator of the percent of students

who complete at least one AP, IB, AICE or dual enrollment course. Counselors will meet with academically able students and strongly encourage them to enroll in Advance Placement (AP) or dual enrollment courses. In addition, our AVID program has expanded and includes students in all grades - 9th, 10th, 11th, and 12th grades. There are a total of 135 AVID students. The AVID program provides students with the skills they need to help them close the achievement gap so they are prepared for college and are able to be successful in a global society. In addition to our AVID program, AVID strategies are being implemented and used in all curriculums. My 10 Year Plan is being implemented through our Freshmen Transition Course.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

Strategic Goals Summary

G1.   Students will show an increase in achievement in ELA Reading/Writing.

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

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

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

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

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

G7.   Decrease the number of students with excessive unexcused absences to less than 5%.

G8.   Increase the use of technology by both teachers and students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will show an increase in achievement in ELA Reading/Writing. `1a`

`🔑 G083471`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Low comphrension of informational text

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

- Students lack vocabulary skill sets.

- Students have insufficient fluency in reading.

- Students don't generalize learned reading strategies.

- Lack of motivation

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Achieve 3000

- Discovery Education Assessment Probes

- Study Island

- Learning Focus Strategies

- Flexible Groups

- Zine-Zone Magazine Reading Program

- Classroom Libraries/Class Novels

- Renaissance Place/Accelerated Reading

- School wide AVID Strategies

- TeenInk

- Reading Informational Texts: Nonfiction Passages and Exercises Based on the Common Core State Standards

- Springboard

- Read 180

- Teengagment

- After-school program for selected underperforming students if funds are available

- MTSS for identified students

- My 10 Year Plan Freshmen Transition Course

- Lap tops for all 9th graders

- Mentors for all 9th and 10th graders

Plan to Monitor Progress Toward G1. `8`

Achieve 3000 reports and DEA Assessment reports

Person Responsible
Melissa Simmons

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Achieve 3000 reports, DEA Assessments, FSA Assessments

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

🔑 G083472

Targets Supported `1b`

Indicator	Annual Target
Algebra II EOC Pass Rate	55.0
Geometry EOC Pass Rate	65.0
Algebra I EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal `3`

- Students have difficulty mastering mathematic concepts because they lack math foundation skills

- New Common Core Standards

- End of Course exams being computer based.

- Lack of motivation

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Math Nation

- Agile Minds

- Holt McDougal Math Series

- MTSS for identified students

- After-school program for selected underperforming students if funds are available

- School wide AVID Strategies

- Houghton Mifflin Harcourt Math Series

- Flipped Classrooms

- Lap tops for all 9th graders

- Mentor for all 9th and 10th grade students

- My 10 Year Plan - Freshmen Transition Course

Plan to Monitor Progress Toward G2. `8`

Formative Assessment Data, EOC data

Person Responsible
Doreen Oswald

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Formative Assessment Data, EOC data

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

`🔑 G083473`

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	70.0

Targeted Barriers to Achieving the Goal `3`

- Students have difficulty with content area reading comprehension

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

Plan to Monitor Progress Toward G3. `8`

Collect data from formative assessments and state assessments

Person Responsible
Karen Ray

Schedule
Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion
Data from formative assessments and state assessments

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

🔑 G083474

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	73.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Study Island

- Document Based Questions

- School wide AVID Strategies

- Dave Ramsey curriculum to Economics classes

- Interactive Notebooks

Plan to Monitor Progress Toward G4. `8`

Results of tests and EOC will be discussed during PLCs

Person Responsible
Danielle Stewart

Schedule
Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Results of tests and EOC

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

🔑 G083475

Targets Supported `1b`

Indicator	Annual Target
AP Exam Passing Rate	40.0

Targeted Barriers to Achieving the Goal `3`

- Lack of awareness, motivation and/or support.

- Students' inexperience with the format of AP courses and exams.

- Teachers' inexperience in teaching AP courses

Resources Available to Help Reduce or Eliminate the Barriers `2`

- AP Summer Institute for AP teachers

- AP Symposium for AP teachers

- School wide AVID Strategies

- Dave Ramsey curriculum in Economics classes

- Pair AVID courses with AP courses

- AP Parent/Student Night

- My 10 Year Plan through the Freshmen Transition Course

Plan to Monitor Progress Toward G5. `8`

Collect data results of AP exams

Person Responsible
Kelly Lawrence

Schedule
Annually, from 7/11/2017 to 7/11/2017

Evidence of Completion
Results from AP exams

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

🔑 G083476

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	60.0
CTE Industry Certification Exam Participation	25.0
College Readiness Mathematics	60.0

Targeted Barriers to Achieving the Goal 3

- Students not being ready for college courses

- Students not being ready to begin a career

Resources Available to Help Reduce or Eliminate the Barriers 2

- College and Career Fair

- AP Classes

- School Wide SAT Test

- Florida Partnership

- Industry certificaton courses offered

- Vo-Tech offered to students

- CDS Childhood Development Services State mandated Modules

- School wide AVID strategies.

- ACT/SAT prep offered in Naval Science classes.

- Dual Enrollment classes offered to students

- My 10 Year Plan through the Freshmen Transition course

Plan to Monitor Progress Toward G6. 8

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

Person Responsible
Kelly Lawrence

Schedule
Semiannually, from 8/10/2016 to 5/31/2017

Evidence of Completion
Passing scores on college ready and industry certification assessments

G7. Decrease the number of students with excessive unexcused absences to less than 5%. `1a`

🔑 G083477

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal `3`

- Student Motivation

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Skyward Computer System
- Postive Behavior Support

Plan to Monitor Progress Toward G7. `8`

The number of students with excessive unexcused absences will be collected

Person Responsible

Robert Piwowar

Schedule

Every 2 Months, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

G8. Increase the use of technology by both teachers and students. `1a`

🔑 G083478

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Students and Teachers being uncomfortable with technology

Resources Available to Help Reduce or Eliminate the Barriers `2`

- My 10 Year Plan through the Freshmen Transition Course

- Office 365

- Math Nation

- Lap Tops for 9th graders

- Skyward

Plan to Monitor Progress Toward G8. `8`

The amount of technology used in classrooms

Person Responsible
Robert Piwowar

Schedule
Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion
Use of technology in classrooms

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Students will show an increase in achievement in ELA Reading/Writing. `1`

🔑 G083471

G1.B1 Low comphrension of informational text `2`

🔑 B221366

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

🔑 S233646

Strategy Rationale

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

Action Step 1 `5`

Schedule time for each reading and ELA class in a computer lab for student's to complete Achieve 3000. Ninth grade teachers will complete Achieve in class on laptops that each 9th grader has.

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly Achieve 3000 reports

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

Monitor reading plan

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly Report of Articles Completed

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

Review of Achieve 3000 reports, DEA Assessments, FSA Assessments

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Achieve 3000 reports, DEA Assessments, FSA Assessments

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

🔑 B221367

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

🔑 S233647

Strategy Rationale

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

Action Step 1 5

Collect magazines to be placed in classrooms

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Reading logs

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

Sign out of classroom sets of magazines

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Magazine sign out sheets

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

Number of magazines checked out per student

> **Person Responsible**
>
> Melissa Simmons
>
> **Schedule**
>
> Monthly, from 8/10/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> Magazine Reading Logs

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

🔑 S233648

> **Strategy Rationale**
>
> To improve reading comprehension of complex materials for students.

Action Step 1 `5`

Present AVID weekly articles to students

> **Person Responsible**
>
> Lacy Holloway
>
> **Schedule**
>
> Weekly, from 8/22/2016 to 5/19/2017
>
> ***Evidence of Completion***
>
> Student scores from questions

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

Analysis students scores on Achieve3000

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Students' Scores

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

Monitor students' scores

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Data from program

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

🔑 B221368

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

🔑 S233649

Strategy Rationale

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

Action Step 1 `5`

Ensure activities are included in lesson plans

Person Responsible

Preston Morgan

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

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

Review of Lesson Plans and Classroom walkthroughs

Person Responsible

Preston Morgan

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data on classroom walkthroughs

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

Review of Lesson Plans and Classroom walkthroughs

Person Responsible

Preston Morgan

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of Vocabulary assessments

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

🔑 B221370

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

🔑 S233651

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Evidence of improved fluency in reading.

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

Make sure there is time provided for sustained reading

Person Responsible

Melissa Simmons

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans

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

Monitor if fluency in reading increases

Person Responsible

Melissa Simmons

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Performance on Reading Assessments

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

🔑 B221371

G1.B6.S1 Use Learning Focused Strategies. 4

🔑 S233652

Strategy Rationale

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

Action Step 1 5

Continue to incorporate LFS strategies in all classes

Person Responsible

Robert Piwowar

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

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

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

Person Responsible

Robert Piwowar

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from Classroom Walkthroughs

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

PLC meetings including Data Chats of the effectiveness of LFS Strategies

> **Person Responsible**
>
> Robert Piwowar
>
> **Schedule**
>
> Monthly, from 8/10/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> Data from reading assessments

G1.B6.S2 Use "marking the text" to help students understand what they are reading. `4`

🔑 S233653

> **Strategy Rationale**
>
> Marking the text is a strategy used to help students understand what they read

Action Step 1 `5`

Teachers will be trained on Marking the Text

> **Person Responsible**
>
> Lacy Holloway
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/31/2017
>
> ***Evidence of Completion***

Plan to Monitor Fidelity of Implementation of G1.B6.S2 `6`

Classroom walk thrus to ensure strategy is being taught and used

> **Person Responsible**
>
> Robert Piwowar
>
> **Schedule**
>
> Biweekly, from 8/22/2016 to 5/19/2017
>
> ***Evidence of Completion***
>
> Classroom walk thru forms.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 `7`

Classroom walk thrus

Person Responsible

Robert Piwowar

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Classroom walk thru forms.

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

🔑 G083472

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

🔑 B221374

G2.B1.S1 Teachers will use AVID strategies such as utilizing graphic organizers, marking the text and cornell notes to help students understand and master the math concepts. Teachers will used flipped classroom for instruction `4`

🔑 S233657

Strategy Rationale

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

Action Step 1 `5`

AVID strategies will be implemented in lessons.

Person Responsible

Doreen Oswald

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

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

PLCs where AVID strategies are discussed

Person Responsible

Preston Morgan

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans and classroom walk throughs

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

Results of Formative Assessments

Person Responsible

Doreen Oswald

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from assessments

G2.B2 New Common Core Standards 2

🔑 B221375

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

🔑 S233658

Strategy Rationale

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

Action Step 1 5

Teachers will continue to use LFS Strategies

Person Responsible

Preston Morgan

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans and classroom walk throughs

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

Monitoring of lesson plans and classroom walk throughs

Person Responsible

Preston Morgan

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans and Data from classroom walk throughs

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

Analyzing the results from formative assessments

Person Responsible

Doreen Oswald

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Formative Assessments Data

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

🔑 B221376

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

🔑 S233659

Strategy Rationale

Give students practice with the technology based programs and tests

Action Step 1 `5`

Monitoring of lesson plans to ensure they include technology

Person Responsible

Doreen Oswald

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans

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

Review of lesson plans and classroom walk throughs

Person Responsible

Preston Morgan

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans and data from walk throughs

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

Analyze the results from Formative Assessments

Person Responsible

Doreen Oswald

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from Formative Assessments

G2.B5 Lack of motivation 2

🔑 B221378

G2.B5.S1 My 10 Year Plan through the Freshmen Transition Course 4

🔑 S233661

Strategy Rationale

If students have goals and a plan to accomplish those goals they will be more successful

Action Step 1 5

My 10 Year Plan through the Freshmen Transition Course

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from My 10 Year Plan

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Monitoring use of My 10 Year Plan

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from My 10 Year Plan

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Use of My 10 Year Plan

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from My 10 Year Plan

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

🔑 G083473

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

🔑 B221379

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

🔑 S233662

Strategy Rationale

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

Action Step 1 `5`

Incorporate Study Island and Explore Learning in the Science curriculum

Person Responsible

Karen Ray

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans and Web based data

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

Collect data from Study Island and Explore Learning

Person Responsible

Karen Ray

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from Study Island and Explore Learning

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

Analyze data from formative assessments and state assessments during PLCs

Person Responsible

Karen Ray

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from formative assessments and state assessments

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

🔑 G083474

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

🔑 B221380

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

🔑 S233663

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Danielle Stewart

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

New assessments used in US History

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

Analyzing the tests to determine if adjustments were made

Person Responsible

Danielle Stewart

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Copies of the assessments

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

Analyze results of tests and EOC

Person Responsible

Danielle Stewart

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of tests and EOC

G5. Increase the participaiton and pass rate of AP courses and AP exams. `1`
🔑 G083475

G5.B1 Lack of awareness, motivation and/or support. `2`
🔑 B221382

G5.B1.S1 Encourage AVID students to take AP courses `4`
🔑 S233664

Strategy Rationale

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

Action Step 1 `5`

Pair select AP courses with AVID classes

Person Responsible

Lacy Holloway

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Confirm schedules of AVID students

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

Comparing class rosters of AVID courses with select AP courses

Person Responsible

Lacy Holloway

Schedule

Evidence of Completion

Class rosters of AVID and select AP classes

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

Compare class rosters each semester

Person Responsible

Lacy Holloway

Schedule

Evidence of Completion

Class rosters of AVID courses and select AP courses

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

🔑 S233665

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Kelly Lawrence

Schedule

Evidence of Completion

SIgn in sheets will be collected

Plan to Monitor Fidelity of Implementation of G5.B1.S2 [6]

Evidence of information sent out

Person Responsible

Kelly Lawrence

Schedule

Evidence of Completion

Copy of information sent out

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

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

Person Responsible

Kelly Lawrence

Schedule

Evidence of Completion

Sign in sheet of those who attended AP night

G5.B1.S3 My 10 Year Plan through the Freshmen Transition Course `4`

🔧 S233666

Strategy Rationale

If students have goals and a plan to achieve those goals they will be more successful

Action Step 1 `5`

My 10 Year Plan through the Freshmen Transition Course

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from My 10 Year Plan

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

Monitoring use of My 10 Year Plan

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from My 10 Year Plan

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

Use of My 10 Year Plan

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from My 10 Year Plan

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

🔑 B221383

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

🔑 S233667

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Syllabus for the course

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

Collection of lesson plans and course syllabus

Person Responsible

Preston Morgan

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

Anaylyze results of practice tests and AP final exam.

Person Responsible

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

🔑 B221384

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

🔑 S233668

Strategy Rationale

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

Action Step 1 `5`

Have AP teachers attend professional development in AP training

Person Responsible

Preston Morgan

Schedule

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

Evidence of Completion

Verification of attendace at professional development

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

Verify attendance of professional development workshops

Person Responsible

Preston Morgan

Schedule

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

Evidence of Completion

Agenda from professional development workshop

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

Analyze results from AP tests

Person Responsible

Kelly Lawrence

Schedule

Evidence of Completion

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

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

🔑 G083476

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

🔑 B221385

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

🔑 S233669

Strategy Rationale

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

Action Step 1 `5`

Provide college readiness skills at the high school level

Person Responsible

Robert Piwowar

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

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

Evidence of college level skills used in lesson plans

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Review of Lesson Plans

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

Classroom assignments being completed at a college readiness level.

Person Responsible

Robert Piwowar

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Passing grades at a higher scoring rubric

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

🔑 S233671

Strategy Rationale

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

Action Step 1 `5`

AVID classes will be offered at all four grade levels

Person Responsible

Lacy Holloway

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

AVID site team meetings

Person Responsible

Lacy Holloway

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Agenda from meetings

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

Analyze the college ready scores of the AVID students.

Person Responsible

Lacy Holloway

Schedule

Semiannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of college ready assessments

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

🔑 B221386

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

🔑 S233672

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kelly Lawrence

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Copy of information given to students about certification

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

Analysis of lesson plans

Person Responsible

Preston Morgan

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Collection of lesson plans

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

Track the number of students who take industry certificaton exams

Person Responsible

Kelly Lawrence

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of industry certification exams

G7. Decrease the number of students with excessive unexcused absences to less than 5%. `1`

🔑 G083477

G7.B1 Student Motivation `2`

🔑 B221387

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

🔑 S233674

Strategy Rationale

If students have incentives, their attendance will improve

Action Step 1 `5`

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

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

List of positive incentives

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

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

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

List of students who won drawing

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

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

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

List of students who won drawing

G7.B1.S2 Assign a mentor to every student. [4]

S233675

Strategy Rationale

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

Action Step 1 [5]

Implement a one to one mentoring program for all students.

Person Responsible

Robert Piwowar

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Every student having a mentor.

Plan to Monitor Fidelity of Implementation of G7.B1.S2 [6]

Collecting documentation of mentor meetings.

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Documentation logs of mentor meetings.

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

Collect data on student attendance to see if mentoring helped.

Person Responsible

Robert Piwowar

Schedule

Monthly, from 1/9/2017 to 5/31/2017

Evidence of Completion

Mentoring meeting logs and attendance data

G8. Increase the use of technology by both teachers and students. `1`
🔑 G083478

G8.B1 Students and Teachers being uncomfortable with technology `2`
🔑 B221388

G8.B1.S1 Provide technology training to teachers `4`
🔑 S233676

Strategy Rationale

If teachers are trained properly they will be more likely to use technology

Action Step 1 `5`

Technology workshops

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Monitor attendance of trainings

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Sign in sheets

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

Monitor how often teachers use technology

Person Responsible

Robert Piwowar

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Use of technology in the classroom

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G5.B1.S1.MA1 M304093	Compare class rosters each semester	Holloway, Lacy	8/10/2016	Class rosters of AVID courses and select AP courses	No End Date semiannually
G5.B1.S1.MA1 M304094	Comparing class rosters of AVID courses with select AP courses	Holloway, Lacy	8/10/2016	Class rosters of AVID and select AP classes	No End Date annually
G5.B3.S1.MA1 M304101	Analyze results from AP tests	Lawrence, Kelly	7/11/2016	AP test results will be collected to determine if there was an increase in student scores.	No End Date annually
G5.B1.S2.MA1 M304095	Keep record of the number of parents and students that attend AP night	Lawrence, Kelly	3/22/2017	Sign in sheet of those who attended AP night	No End Date annually
G5.B1.S2.MA1 M304096	Evidence of information sent out	Lawrence, Kelly	3/22/2017	Copy of information sent out	No End Date annually
G5.B1.S2.A1 A299756	Host a parent/student AP night. Send out information through various means informing students and...	Lawrence, Kelly	3/22/2017	SIgn in sheets will be collected	No End Date annually
G5.B3.S1.MA1 M304102	Verify attendance of professional development workshops	Morgan, Preston	7/22/2015	Agenda from professional development workshop	6/22/2016 semiannually
G5.B3.S1.A1 A299759	Have AP teachers attend professional development in AP training	Morgan, Preston	7/13/2015	Verification of attendace at professional development	6/22/2016 semiannually
G1.B2.S2.MA1 M304065	Monitor students' scores	Simmons, Melissa	8/22/2016	Data from program	5/19/2017 monthly
G1.B2.S2.MA1 M304066	Analysis students scores on Achieve3000	Simmons, Melissa	8/22/2016	Students' Scores	5/19/2017 monthly
G1.B2.S2.A1 A299743	Present AVID weekly articles to students	Holloway, Lacy	8/22/2016	Student scores from questions	5/19/2017 weekly
G1.B6.S2.MA1 M304073	Classroom walk thrus	Piwowar, Robert	8/22/2016	Classroom walk thru forms.	5/19/2017 biweekly
G1.B6.S2.MA1 M304074	Classroom walk thrus to ensure strategy is being taught and used	Piwowar, Robert	8/22/2016	Classroom walk thru forms.	5/19/2017 biweekly
G1.MA1 M304077	Achieve 3000 reports and DEA Assessment reports	Simmons, Melissa	8/10/2016	Achieve 3000 reports, DEA Assessments, FSA Assessments	5/31/2017 monthly
G2.MA1 M304086	Formative Assessment Data, EOC data	Oswald, Doreen	8/10/2016	Formative Assessment Data, EOC data	5/31/2017 monthly
G3.MA1 M304089	Collect data from formative assessments and state assessments	Ray, Karen	8/10/2016	Data from formative assessments and state assessments	5/31/2017 every-6-weeks
G4.MA1 M304092	Results of tests and EOC will be discussed during PLCs	Stewart, Danielle	8/10/2016	Results of tests and EOC	5/31/2017 monthly
G6.MA1 M304110	Data showing what percentage of students who are college and/or career ready	Lawrence, Kelly	8/10/2016	Passing scores on college ready and industry certification assessments	5/31/2017 semiannually
G7.MA1 M304115	The number of students with excessive unexcused absences will be collected	Piwowar, Robert	8/10/2016	Report with number of and percentage of students with excessive unexcused absences will show a decrease	5/31/2017 every-2-months
G8.MA1 M304118	The amount of technology used in classrooms	Piwowar, Robert	8/31/2016	Use of technology in classrooms	5/31/2017 monthly
G1.B1.S1.MA1 M304061	Review of Achieve 3000 reports, DEA Assessments, FSA Assessments	Simmons, Melissa	8/10/2016	Achieve 3000 reports, DEA Assessments, FSA Assessments	5/31/2017 monthly

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 M304062	Monitor reading plan	Simmons, Melissa	8/10/2016	Weekly Report of Articles Completed	5/31/2017 monthly
G1.B1.S1.A1 A299741	Schedule time for each reading and ELA class in a computer lab for student's to complete Achieve...	Simmons, Melissa	8/10/2016	Weekly Achieve 3000 reports	5/31/2017 weekly
G1.B2.S1.MA1 M304063	Number of magazines checked out per student	Simmons, Melissa	8/10/2016	Magazine Reading Logs	5/31/2017 monthly
G1.B2.S1.MA1 M304064	Sign out of classroom sets of magazines	Simmons, Melissa	8/10/2016	Magazine sign out sheets	5/31/2017 monthly
G1.B2.S1.A1 A299742	Collect magazines to be placed in classrooms	Simmons, Melissa	8/10/2016	Reading logs	5/31/2017 monthly
G1.B3.S1.MA1 M304067	Review of Lesson Plans and Classroom walkthroughs	Morgan, Preston	8/10/2016	Results of Vocabulary assessments	5/31/2017 monthly
G1.B3.S1.MA1 M304068	Review of Lesson Plans and Classroom walkthroughs	Morgan, Preston	8/10/2016	Data on classroom walkthroughs	5/31/2017 biweekly
G1.B3.S1.A1 A299744	Ensure activities are included in lesson plans	Morgan, Preston	8/10/2016	Lesson Plans	5/31/2017 weekly
G1.B5.S1.MA1 M304069	Monitor if fluency in reading increases	Simmons, Melissa	8/10/2016	Performance on Reading Assessments	5/31/2017 monthly
G1.B5.S1.MA1 M304070	Make sure there is time provided for sustained reading	Simmons, Melissa	8/10/2016	Lesson plans	5/31/2017 weekly
G1.B5.S1.A1 A299745	Provide students with 30 minutes of sustained reading time at least 3 times per week	Simmons, Melissa	8/10/2016	Evidence of improved fluency in reading.	5/31/2017 weekly
G1.B6.S1.MA1 M304071	PLC meetings including Data Chats of the effectiveness of LFS Strategies	Piwowar, Robert	8/10/2016	Data from reading assessments	5/31/2017 monthly
G1.B6.S1.MA1 M304072	Evidence of LFS strategies in classrooms (graphic organizers, cooperative learning, summarization)	Piwowar, Robert	8/10/2016	Data from Classroom Walkthroughs	5/31/2017 weekly
G1.B6.S1.A1 A299746	Continue to incorporate LFS strategies in all classes	Piwowar, Robert	8/10/2016	Lesson Plans	5/31/2017 daily
G2.B1.S1.MA1 M304078	Results of Formative Assessments	Oswald, Doreen	8/10/2016	Data from assessments	5/31/2017 monthly
G2.B1.S1.MA1 M304079	PLCs where AVID strategies are discussed	Morgan, Preston	8/10/2016	Lesson plans and classroom walk throughs	5/31/2017 biweekly
G2.B1.S1.A1 A299749	AVID strategies will be implemented in lessons.	Oswald, Doreen	8/10/2016	Lesson Plans	5/31/2017 daily
G2.B2.S1.MA1 M304080	Analyzing the results from formative assessments	Oswald, Doreen	8/10/2016	Formative Assessments Data	5/31/2017 monthly
G2.B2.S1.MA1 M304081	Monitoring of lesson plans and classroom walk throughs	Morgan, Preston	8/10/2016	Lesson Plans and Data from classroom walk throughs	5/31/2017 biweekly
G2.B2.S1.A1 A299750	Teachers will continue to use LFS Strategies	Morgan, Preston	8/10/2016	Lesson plans and classroom walk throughs	5/31/2017 daily
G2.B3.S1.MA1 M304082	Analyze the results from Formative Assessments	Oswald, Doreen	8/10/2016	Data from Formative Assessments	5/31/2017 monthly
G2.B3.S1.MA1 M304083	Review of lesson plans and classroom walk throughs	Morgan, Preston	8/10/2016	Lesson Plans and data from walk throughs	5/31/2017 biweekly
G2.B3.S1.A1 A299751	Monitoring of lesson plans to ensure they include technology	Oswald, Doreen	8/10/2016	Lesson plans	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.MA1 M304084	Use of My 10 Year Plan	Piwowar, Robert	8/10/2016	Data from My 10 Year Plan	5/31/2017 monthly
G2.B5.S1.MA1 M304085	Monitoring use of My 10 Year Plan	Piwowar, Robert	8/10/2016	Data from My 10 Year Plan	5/31/2017 monthly
G2.B5.S1.A1 A299752	My 10 Year Plan through the Freshmen Transition Course	Piwowar, Robert	8/10/2016	Data from My 10 Year Plan	5/31/2017 monthly
G3.B1.S1.MA1 M304087	Analyze data from formative assessments and state assessments during PLCs	Ray, Karen	8/10/2016	Data from formative assessments and state assessments	5/31/2017 monthly
G3.B1.S1.MA1 M304088	Collect data from Study Island and Explore Learning	Ray, Karen	8/10/2016	Data from Study Island and Explore Learning	5/31/2017 monthly
G3.B1.S1.A1 A299753	Incorporate Study Island and Explore Learning in the Science curriculum	Ray, Karen	8/10/2016	Lesson Plans and Web based data	5/31/2017 daily
G4.B1.S1.MA1 M304090	Analyze results of tests and EOC	Stewart, Danielle	8/10/2016	Results of tests and EOC	5/31/2017 monthly
G4.B1.S1.MA1 M304091	Analyzing the tests to determine if adjustments were made	Stewart, Danielle	8/10/2016	Copies of the assessments	5/31/2017 quarterly
G4.B1.S1.A1 A299754	Use questions from previously released EOCs to create assessments that have a high complexity.	Stewart, Danielle	8/10/2016	New assessments used in US History	5/31/2017 biweekly
G5.B1.S1.A1 A299755	Pair select AP courses with AVID classes	Holloway, Lacy	8/10/2016	Confirm schedules of AVID students	5/31/2017 daily
G5.B2.S1.MA1 M304099	Anaylyze results of practice tests and AP final exam.		8/10/2016	Results of practice test will be collected. Results of AP exam.	5/31/2017 monthly
G5.B2.S1.MA1 M304100	Collection of lesson plans and course syllabus	Morgan, Preston	8/10/2016	Course syllabus will be collected at the begining of the course. Lesson plans will be collected	5/31/2017 weekly
G5.B2.S1.A1 A299758	Provide students with the resources they need to be succesfull in AP courses.		8/10/2016	Syllabus for the course	5/31/2017 daily
G6.B1.S1.MA1 M304104	Classroom assignments being completed at a college readiness level.	Piwowar, Robert	8/10/2016	Passing grades at a higher scoring rubric	5/31/2017 weekly
G6.B1.S1.MA1 M304105	Evidence of college level skills used in lesson plans	Piwowar, Robert	8/10/2016	Review of Lesson Plans	5/31/2017 monthly
G6.B1.S1.A1 A299760	Provide college readiness skills at the high school level	Piwowar, Robert	8/10/2016	Lesson Plans	5/31/2017 weekly
G6.B2.S1.MA1 M304108	Track the number of students who take industry certificaton exams	Lawrence, Kelly	8/10/2016	Results of industry certification exams	5/31/2017 annually
G6.B2.S1.MA1 M304109	Analysis of lesson plans	Morgan, Preston	8/10/2016	Collection of lesson plans	5/31/2017 weekly
G6.B2.S1.A1 A299762	Promote advantages of holding a certification and help students understand their career options	Lawrence, Kelly	8/10/2016	Copy of information given to students about certification	5/31/2017 monthly
G7.B1.S1.MA1 M304111	Track the number of students with no unexcused absences and less than 3 absences for the 9 weeks...	Piwowar, Robert	8/10/2016	List of students who won drawing	5/31/2017 quarterly
G7.B1.S1.MA1 M304112	Students with no unexcused absences and less than 3 absences per nine weeks will be entered into a...	Piwowar, Robert	8/10/2016	List of students who won drawing	5/31/2017 quarterly
G7.B1.S1.A1 A299763	Create a plan to list positive incentives for students who have good attendance	Piwowar, Robert	8/10/2016	List of positive incentives	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.MA1 M304116	Monitor how often teachers use technology	Piwowar, Robert	8/10/2016	Use of technology in the classroom	5/31/2017 monthly
G8.B1.S1.MA1 M304117	Monitor attendance of trainings	Piwowar, Robert	8/10/2016	Sign in sheets	5/31/2017 quarterly
G8.B1.S1.A1 A299765	Technology workshops	Piwowar, Robert	8/10/2016		5/31/2017 quarterly
G1.B6.S2.A1 A299747	Teachers will be trained on Marking the Text	Holloway, Lacy	8/10/2016		5/31/2017 quarterly
G7.B1.S2.MA1 M304113	Collect data on student attendance to see if mentoring helped.	Piwowar, Robert	1/9/2017	Mentoring meeting logs and attendance data	5/31/2017 monthly
G7.B1.S2.MA1 M304114	Collecting documentation of mentor meetings.	Piwowar, Robert	8/10/2016	Documentation logs of mentor meetings.	5/31/2017 quarterly
G7.B1.S2.A1 A299764	Implement a one to one mentoring program for all students.	Piwowar, Robert	8/10/2016	Every student having a mentor.	5/31/2017 daily
G5.B1.S3.MA1 M304097	Use of My 10 Year Plan	Piwowar, Robert	8/10/2016	Data from My 10 Year Plan	5/31/2017 monthly
G5.B1.S3.MA1 M304098	Monitoring use of My 10 Year Plan	Piwowar, Robert	8/10/2016	Data from My 10 Year Plan	5/31/2017 monthly
G5.B1.S3.A1 A299757	My 10 Year Plan through the Freshmen Transition Course	Piwowar, Robert	8/10/2016	Data from My 10 Year Plan	5/31/2017 monthly
G6.B1.S3.MA1 M304106	Analyze the college ready scores of the AVID students.	Holloway, Lacy	8/10/2016	Results of college ready assessments	5/31/2017 semiannually
G6.B1.S3.MA1 M304107	AVID site team meetings	Holloway, Lacy	8/10/2016	Agenda from meetings	5/31/2017 monthly
G6.B1.S3.A1 A299761	AVID classes will be offered at all four grade levels	Holloway, Lacy	8/10/2016	AVID courses offered to all four grade levels in the master schedule	5/31/2017 daily
G5.MA1 M304103	Collect data results of AP exams	Lawrence, Kelly	7/11/2017	Results from AP exams	7/11/2017 annually

V. Professional Development Opportunities

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

G1. Students will show an increase in achievement in ELA Reading/Writing.

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

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

PD Opportunity 1

Present AVID weekly articles to students

Facilitator

AVID Coordinator

Participants

All teachers

Schedule

Weekly, from 8/22/2016 to 5/19/2017

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

G1.B6.S1 Use Learning Focused Strategies.

PD Opportunity 1

Continue to incorporate LFS strategies in all classes

Facilitator

District Staff

Participants

All Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

G1.B6.S2 Use "marking the text" to help students understand what they are reading.

PD Opportunity 1

Teachers will be trained on Marking the Text

Facilitator

Lacy Holloway

Participants

All classroom teachers

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

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

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

G2.B1.S1 Teachers will use AVID strategies such as utilizing graphic organizers, marking the text and cornell notes to help students understand and master the math concepts. Teachers will used flipped classroom for instruction

PD Opportunity 1

AVID strategies will be implemented in lessons.

Facilitator

AVID Coordinator

Participants

Math Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

G2.B2 New Common Core Standards

G2.B2.S1 Use of LFS Strategies in classrooms

PD Opportunity 1

Teachers will continue to use LFS Strategies

Facilitator

District Staff

Participants

Math Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

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

G3.B1 Students have difficulty with content area reading comprehension

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

PD Opportunity 1

Incorporate Study Island and Explore Learning in the Science curriculum

Facilitator

Science Department Chair

Participants

Science Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

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

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

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

PD Opportunity 1

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

Facilitator

Social Studies Department Chair

Participants

Social Studies Teachers

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

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

G5.B3 Teachers' inexperience in teaching AP courses

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

PD Opportunity 1

Have AP teachers attend professional development in AP training

Facilitator

College Board and FL Partnership

Participants

AP teachers

Schedule

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

G8. Increase the use of technology by both teachers and students.

G8.B1 Students and Teachers being uncomfortable with technology

G8.B1.S1 Provide technology training to teachers

PD Opportunity 1

Technology workshops

Facilitator

Participants

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Schedule time for each reading and ELA class in a computer lab for student's to complete Achieve 3000. Ninth grade teachers will complete Achieve in class on laptops that each 9th grader has.	$0.00
2	G1.B2.S1.A1	Collect magazines to be placed in classrooms	$0.00
3	G1.B2.S2.A1	Present AVID weekly articles to students	$0.00
4	G1.B3.S1.A1	Ensure activities are included in lesson plans	$0.00
5	G1.B5.S1.A1	Provide students with 30 minutes of sustained reading time at least 3 times per week	$0.00
6	G1.B6.S1.A1	Continue to incorporate LFS strategies in all classes	$0.00
7	G1.B6.S2.A1	Teachers will be trained on Marking the Text	$0.00
8	G2.B1.S1.A1	AVID strategies will be implemented in lessons.	$0.00
9	G2.B2.S1.A1	Teachers will continue to use LFS Strategies	$0.00
10	G2.B3.S1.A1	Monitoring of lesson plans to ensure they include technology	$0.00
11	G2.B5.S1.A1	My 10 Year Plan through the Freshmen Transition Course	$7,500.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0171 - South Sumter High School			$7,500.00
		Notes: Notes			

12	G3.B1.S1.A1	Incorporate Study Island and Explore Learning in the Science curriculum	$600.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0171 - South Sumter High School	School Improvement Funds		$600.00
		Notes: To improve student performance in scienc			

13	G4.B1.S1.A1	Use questions from previously released EOCs to create assessments that have a high complexity.	$0.00
14	G5.B1.S1.A1	Pair select AP courses with AVID classes	$0.00
15	G5.B1.S2.A1	Host a parent/student AP night. Send out information through various means informing students and parents of AP night	$0.00
16	G5.B1.S3.A1	My 10 Year Plan through the Freshmen Transition Course	$0.00
17	G5.B2.S1.A1	Provide students with the resources they need to be succesfull in AP courses.	$0.00
18	G5.B3.S1.A1	Have AP teachers attend professional development in AP training	$3,000.00

		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				0171 - South Sumter High School	Other		$3,000.00
				Notes: To improve instruction in AP courses			
19	G6.B1.S1.A1	**Provide college readiness skills at the high school level**					**$0.00**
20	G6.B1.S3.A1	**AVID classes will be offered at all four grade levels**					**$0.00**
21	G6.B2.S1.A1	**Promote advantages of holding a certification and help students understand their career options**					**$600.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				0171 - South Sumter High School	Title II		$600.00
				Notes: To promote industry certifications that are available to students			
22	G7.B1.S1.A1	**Create a plan to list positive incentives for students who have good attendance**					**$250.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				0171 - South Sumter High School	School Improvement Funds		$250.00
				Notes: To improve student attendance			
23	G7.B1.S2.A1	**Implement a one to one mentoring program for all students.**					**$0.00**
24	G8.B1.S1.A1	**Technology workshops**					**$0.00**
						Total:	**$11,950.00**