

Suwannee County Schools

Suwannee Middle School



2016-17 Schoolwide Improvement Plan

Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.suwannee.k12.fl.us

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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

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

**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 10/25/2016.

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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	17
Effective Leadership	18
Public and Collaborative Teaching	25
Ambitious Instruction and Learning	29
8-Step Planning and Problem Solving Implementation	34
Goals Summary	34
Goals Detail	34
Action Plan for Improvement	39
Appendix 1: Implementation Timeline	55
Appendix 2: Professional Development and Technical Assistance Outlines	57
Professional Development Opportunities	57
Technical Assistance Items	58
Appendix 3: Budget to Support Goals	58

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 Suwannee Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

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

Come in as a Bullpup and leave as a Bulldog!
Preparing Students For a Successful and Purposeful Life!

b. Provide the school's vision statement.

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

Suwannee Pride
P-eople are valued and appreciated in the school and community
R-igor is embedded in all areas of the curriculum
I-ntegrity is expected and recognized
D-etermination is exhibited by students and staff
E-xcellence is strived for daily

2. School Environment

a. 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 each month.
- Teachers will contact each student's parent or guardian a minimum 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
- Parent information nights
- Open house
- School Website
- School Facebook
- Submit articles to the local newspaper

b. 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:

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 FOR EMPLOYEES

To continue to ensure safety on school board property all Suwannee County School Board employees are required to wear an 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.

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.

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 be 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 be 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.

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.

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.
 Core Teams meet weekly to discuss students.
 Teachers meet monthly in EWS/SST meetings to collaborate regarding needs of identified students.
 A New Position of MTSS/EWS Coach was created for the 2016-2017 school year.
 Student of the Week and Student of the Month recognition program
 Suwannee Middle School Mentoring Program
 "Leadership Boys" Principal Mentoring Group
 Collaborative relationship with Kiwanis who provide mentoring.
 Eighth grade students receive the Take Stock in Children Scholarship, which provides mentoring through their high school years.
 Student clubs are available.
 Social events are held (i.e. Dances, SMS Bash, Pep Rallies and CHAMPS celebrations).

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	50	82	91	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	25	37	41	0	0	0	0	103
Course failure in ELA or Math	0	0	0	0	0	0	10	22	10	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	0	0	70	112	85	0	0	0	0	267

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	13	13	17	16	0	0	0	59

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

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
- 2015-16 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

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312887>.

2. Description

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

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.

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 (SIP) and the Parent Involvement Plan (PIP). 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 meetings held 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.

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
Davis, Perry	Assistant Principal
Jolicoeur, Jay	Principal
Herring, Misty	School Counselor
Bonds, Alan	Dean
Clark, Jenny	Instructional Coach
	Assistant Principal
Cohen, Kim	School Counselor

b. Duties

1. 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
- Monitor lesson plans
- Monitor parent contact logs

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
- Coordinate CHAMPS

- Oversee Fundraising
- OTHER
- Finance and budgeting
 - FTE

ASSISTANT PRINCIPAL OF STUDENTS: JOHN OLSON
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
- Coordinate School Data (Fight Club)

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 assignment and distribution of keys
- 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

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
- Monitor lesson plans
- Monitor parent contact logs
- Assist with room assignments
- Participate in the employee selection process
- Assist with the development and monitoring of IPDPs
- Assist in supervision of guidance counselors
- Coordinate new and developing teacher program

STUDENTS

- Oversee student discipline
- Oversee the daily running of the Lunchroom supervision
- Supervise and assist with In-School Suspension
- Oversee RTI/EWS/attendance/truancy

- Alternative school staffing
- 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 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

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 and IDPD Plans
- 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

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

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

GUIDANCE COUNSELOR:

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

MTSS COACH: JENNY CLARK

MTSS /EWS

- Coordinate and oversee MTSS/EWS
- Oversee attendance/truancy
- Conduct SST meetings
- Monitor student data regularly for at-risk students
- Participates in ESE staffing meetings as needed
- Monitor student data related to behavior and academics
- Assist the dean in the development of behavior contracts for students with chronic misbehavior
- Assist the dean as necessary
- Coordinate fidelity check

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.

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)

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jay Jolicoeur	Principal
Jayvis Ward	Teacher
Rhonda Wood	Parent
Vivian Scott	Parent
Matt Mcmillan	Parent
	Student
Linda Strait	Education Support Employee

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

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

b. Development of this school improvement plan

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

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

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

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

The SAC approved the funds to be used to provide a new outside volleyball court for the PE department.

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
Jolicoeur, Jay	Principal
Davis, Perry	Assistant Principal
Bonds, Robyn	Teacher, K-12
Chauncey, Annette	Teacher, K-12
Check-Cason, Mary	Teacher, K-12
Harrell, Meri	Teacher, K-12
Clark, Jenny	Teacher, K-12
Zimmerman, Lawanna	Teacher, K-12
Venero, Mirian	Teacher, K-12
Eckhoff, Jean	Teacher, K-12
Johnson, Al	Teacher, K-12
Batts, Melva	Teacher, K-12
Johnson, Rayanna	Teacher, K-12
Hodge, Celia	Teacher, K-12
Ward, Jayvis	Teacher, K-12
Gray, Stephanie	Teacher, K-12
Dean, Heather	Teacher, K-12
Cameron, Melissa	Teacher, K-12
Stephens, Canary	Teacher, K-12
Jackson, Nikki	Instructional Media
Plympton, Marlene	Teacher, K-12

b. Duties

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

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.

The team will provide leadership for the implementation of the SMS Writing Plan that they developed during the 2015-2016 school year.

D. Public and Collaborative Teaching

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

1. 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 and grade level has a common planning period.

Each Core Team has a team leader who serves on the school Team Leader/Department Head committee.

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 serve as a leadership and problem-solving team.

Each teacher will participate twice a month in data meetings.

Teachers will participate in EWS/SST meetings.

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 as follows:

Opening Meeting

Session 1 Team EWS Meetings-PDC

Session 2 ED CAMP PD

Session 3 Departmental PLCs-Department Heads' classrooms

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

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. Rowena West
3. Mary Check-Cason
4. Annette Chauncey
5. Robyn Bonds
6. Canary Stephens
7. Jennifer Campbell
8. Lesley Fry
9. Lawanna Zimmerman
10. Keri Bean
11. 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 greet

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

3. 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 walk throughs and monthly meetings with novice teacher to provide feedback and support. More informal feedback is ongoing.
- 3) 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.
- 8) Teachers will be provided the opportunity to receive coaching from the district Teacher Support Colleague.
- 9) Teachers will receive coaching from the MTSS Coach.

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.

Goal Statement: Game Plan (Curriculum)

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 and continually adjust curriculum maps that are aligned with state, district and school standards.

Strategies:

- 1) Provide opportunities for teachers to develop and adjust curriculum maps through PLCs
- 2) Use school wide lesson plan templates
- 3) Look at instructional days
 - a. Time on Task policy with in school
 - b. Teach March to March
- 4) Implementation of maps
 - a. Use maps with fidelity
 - b. Living document that is not set in stone
 - i. Work in progress
 - c. Monitor
 - i. All subjects will follow their curriculum map
 - ii. Department meetings on Teacher work day to make adjustments to curriculum maps.
 - iii. Hire subs to allow time to meet with subject area teachers by grade level.
 - iv. Check lesson plans weekly to ensure teachers are covering the standards with fidelity
 - v. Teachers will give common formal assessments
 - vi. Administration will monitor assessments for FSA-like questions, questions are asked using varying levels of rigor, differentiation.
 - vii. Data Meetings on the second and fourth weeks of each month.

- 5) Standards
 - a. Continue to develop Scales for each standard in all core areas
 - b. Implement the use of scales in instruction
 - c. Implement the use of scales in the development of assessments
 - d. Develop common summative assessments
 - i. Embed the common summative assessments into the course to use as progress monitoring
- 6) Literacy
 - a. Develop SMS Writing
 - b. Embed literacy into all curriculum based on the unpacked standards
 - c. Continue to embed unpacked standards in each content area
 - d. Use the unpacked standards to develop what literacy instruction looks like in each content area

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.

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) Train and require teachers to use higher-order DOK questions in lessons.
- 3) Teachers will implement the use of Larry Bell's 12 Powerful Words and UNRAAVEL strategies.
- 4) Each classroom will have a word wall in the shape of a house. The roof will contain key words for testing and the foundation will contain foundational curriculum words. The walls will be made up of words that pertain to the class.
- 5) Teachers will incorporate questions using Webb's DOK question stems into lesson plans and instruction.
- 6) Focus on Literacy for all-Reading, writing, speaking, listening, and reasoning.
- 7) Develop guidelines for teaching honors and advanced classes.
- 8) Become an educated community of professionals who are making researched, data-based decisions.

Objective 2: To develop best practices

- 1) Identify best practices
 - a. Implement SMS Writing
 - b. CIM Assessments
 - c. Progress Monitoring
 - d. Student placement in intensive reading and math based on in on instructional needs

Objective 3: To Train and implement best practices

- 1) Implement "Fight Club" data meetings 2 times monthly
- 2) Assess ineffective strategies and eliminate their use
- 3) Model the use of effective strategies in training sessions

- 4) Train and implement research-based, high-yield practices in the classroom
- 5) Focus on teaching content in context
- 6) Make the focus of department meetings to be PLCs on empowering teachers to improve student performance
- 7) Use Peer Observations to improve instruction
- 8) Implement Lesson Studies and the use of teacher videos for self-reflecting and peer coaching
- 9) Use of free resources, such as FDLRS (CHAMPS), to provide coaching.
- 10) Interactive notebooks
- 11) Note-taking strategies/Cornell Notes
- 12) Test-taking Strategies
- 13) Cloze Reading
- 14) Thematic Units
- 15) Hands-on Equations
- 16) Caught Ya's

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: 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

Davis, Perry, perry.davis@suwannee.k12.fl.us

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

Student grades

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. Â§ 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.

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 grade.

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.

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.

2. 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 certificates in technology. Students are able to work toward earning these certifications/certificates through various technology courses offered at SMS.

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

NA

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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

NA

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.

NA

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.** At least 73% of the students taking Civics will pass the Civics EOC Assessment.
- G2.** At least 69% of all students will demonstrate proficiency on the ELA FSA. At least 72% of all students will will make learning gains on the ELA FSA. At least 52% of all students scoring in the bottom quartile will make gains on the ELA FSA.
- G3.** At least 85% of Algebra students will demonstrate proficiency on Algebra I EOC Assessment. At least 62% of all students will demonstrate proficiency on Mathematics FSA. At least 74% of all students will will make learning gains on the Mathematics FSA. At least 56% of all students the students scoring in the bottom quartile will make learning gains on the Mathematics FSA.
- G4.** At least 78% of all students will demonstrate proficiency on the Grade 8 FCAT Science.

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. At least 73% of the students taking Civics will pass the Civics EOC Assessment. 1a

G084290

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	73.0

Targeted Barriers to Achieving the Goal 3

- Limited proficiency in the implementation of Civics standards through high-yield, research-based strategies.
- Fifty-nine percent (59%) of the students entering 7th grade did not achieve proficiency on the ELA portion of the Grade 6 FSA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- Implementation of Literacy instruction across the curriculum
- i-Ready Reading instruction
- Civics Progress Monitoring
- Implementation of Larry Bell's UNRAAVEL strategies
- Cross-curricular word walls

Plan to Monitor Progress Toward G1. 8

Progress monitoring and other formative assessments

Person Responsible

John Olson

Schedule

Monthly, from 8/22/2016 to 5/3/2017

Evidence of Completion

Assessment data

G2. At least 69% of all students will demonstrate proficiency on the ELA FSA. At least 72% of all students will make learning gains on the ELA FSA. At least 52% of all students scoring in the bottom quartile will make gains on the ELA FSA. **1a**

G084291

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	69.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal **3**

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

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

- Implementation of Literacy instruction across the curriculum
- iReady instruction and progress monitoring assessments
- Developing scales that identify levels of proficiency on standards and developing common assessments in monthly ELA/Reading PLCs
- Curriculum Maps

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

Progress monitoring and other formative assessments

Person Responsible

John Olson

Schedule

On 6/2/2017

Evidence of Completion

Assessment and progress monitoring data

G3. At least 85% of Algebra students will demonstrate proficiency on Algebra I EOC Assessment. At least 62% of all students will demonstrate proficiency on Mathematics FSA. At least 74% of all students will make learning gains on the Mathematics FSA. At least 56% of all students the students scoring in the bottom quartile will make learning gains on the Mathematics FSA. **1a**

G084292

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	85.0
FSA Mathematics Achievement	62.0
Math Gains	74.0
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal **3**

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

Resources Available to Help Reduce or Eliminate the Barriers **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
- i-Ready instruction and progress monitoring

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

Mastery tests and other formative assessments

Person Responsible

Perry Davis

Schedule

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

Evidence of Completion

Assessment data

G4. At least 78% of all students will demonstrate proficiency on the Grade 8 FCAT Science. 1a

G084293

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- Grade 6 teaches Earth Science, 7th Grade teaches Life Science, and 8th Grade teaches 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.

Resources Available to Help Reduce or Eliminate the Barriers 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
- Instructional Coach

Plan to Monitor Progress Toward G4. 8

Scores from CIM Assessments

Person Responsible

Jay Jolicoeur

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. At least 73% of the students taking Civics will pass the Civics EOC Assessment. **1**

 G084290

G1.B1 Limited proficiency in the implementation of Civics standards through high-yield, research-based strategies. **2**

 B223953

G1.B1.S1 Development of scales and common assessments through professional learning communities

4

 S236321

Strategy Rationale

Continue to 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 standards-based scales and common assessments in their monthly PLC.

Person Responsible

Marlene Plympton

Schedule

Monthly, from 9/7/2016 to 5/3/2017

Evidence of Completion

Artifacts from PLC

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

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

John Olson

Schedule

Monthly, from 9/7/2016 to 5/3/2017

Evidence of Completion

Artifacts of development of scales and common assessments

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

Opportunities for collaboration will be provided monthly on PD day.

Person Responsible

John Olson

Schedule

Monthly, from 9/7/2016 to 5/3/2017

Evidence of Completion

Artifacts of development of scales and common assessments.

G1.B1.S2 Teachers will participate in data meetings twice a month to analyze data, plan to implement differentiated instructional strategies, and re-assess skills not mastered. 4

S236322

Strategy Rationale

These meetings will provide a forum to adjust classroom instruction based on individual student needs.

Action Step 1 5

Teachers will participate in data meetings twice a month.

Person Responsible

John Olson

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers' data notebooks will include data and action plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Student and teacher data will be reviewed biweekly.

Person Responsible

John Olson

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers' assignments will be completed for each data meeting. Teachers lesson plans will demonstrate differentiated instruction and implementation of the strategies planned in the data meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers lesson plans will be check weekly for planning using strategies determined in the data meetings. Classroom visits will be conducted weekly to monitor implementation of the strategies.

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lessons plans will be collected weekly. Evidence of implementation of strategies will be collected during classroom walk-throughs and observations.

G1.B2 Fifty-nine percent (59%) of the students entering 7th grade did not achieve proficiency on the ELA portion of the Grade 6 FSA. 2

 B223954

G1.B2.S1 All students will use i-Ready a minimum of 45 minutes a week to increase reading skills. 4

 S236323

Strategy Rationale

i-Ready has demonstrated success in improving reading skills of students who read below grade level.

Action Step 1 5

All students will use i-Ready instruction a minimum of 45 minutes a week in their ELA class.

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

Teachers and administrators will monitor i-Ready data a minimum of biweekly.

Person Responsible

John Olson

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iReady Data

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

Student data should indicate a at least a year's worth of growth.

Person Responsible

John Olson

Schedule

Annually, from 8/22/2016 to 6/2/2017

Evidence of Completion

i-Ready Data

G1.B2.S2 Provide additional sessions for students who are below grade level to use i-Ready. 4

S236324

Strategy Rationale

i-Ready has demonstrated success in improving reading skills of students who read below grade level additional practice will help fill the reading gaps.

Action Step 1 5

Selected students will be scheduled on a weekly basis to receive additional i-Ready instruction during their elective class.

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Schedule

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

i-Ready data will be reviewed biweekly through data meetings.

Person Responsible

John Olson

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

i-Ready data

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

i-Ready data will be monitored for growth.

Person Responsible

John Olson

Schedule

On 6/2/2017

Evidence of Completion

Student data will show growth. The goal is for all students to perform on or above grade level.

G2. At least 69% of all students will demonstrate proficiency on the ELA FSA. At least 72% of all students will make learning gains on the ELA FSA. At least 52% of all students scoring in the bottom quartile will make gains on the ELA FSA. 1

G084291

G2.B1 Lack of foundational reading skills required to perform on grade level 2

B223955

G2.B1.S1 Teachers will: Participate in data meetings. Provide instruction based on individual needs of the students. Use Larry Bells UNRAAVEL and 12 Powerful Words. Use word walls (content area and testing terms). Use Webb's DOK Questions daily. Create and administer common FSA-like assessments in all subject areas. 4

S236325

Strategy Rationale

By analyzing data, implementing best practices, and increasing accountability, student achievement will increase.

Action Step 1 5

Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, assessments, and data

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

Classroom walk through, lesson plans, data meetings

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, observations, student data

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

Student growth and proficiency data

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student data

G2.B1.S2 Lesson plans and assessments will be checked for alignment to standards and FSA rigor. 4

S236326

Strategy Rationale

To assure that instruction and assessments are aligned with the FSA standards at the necessary level of rigor

Action Step 1 5

Lesson plans and assessments will be monitored.

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Assessments, and Data

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

Lesson plans and assessments will be checked to ensure that they align to standards and FSA rigor.

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and assessments

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

Lesson plans and assessments

Person Responsible

John Olson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and assessment alignment to standards and FSA rigor

G3. At least 85% of Algebra students will demonstrate proficiency on Algebra I EOC Assessment. At least 62% of all students will demonstrate proficiency on Mathematics FSA. At least 74% of all students will make learning gains on the Mathematics FSA. At least 56% of all students the students scoring in the bottom quartile will make learning gains on the Mathematics FSA. 1

G084292

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

B223956

G3.B1.S1 Teachers will: Participate in data meetings. Provide instruction based on individual needs of the students. Use Larry Bells UNRAAVEL and 12 Powerful Words. Use word walls (content area and testing terms). Use Webb's DOK Questions daily. Create and administer common FSA-like assessments in all subject areas. [copy] 4

S236327

Strategy Rationale

By analyzing data, implementing best practices, and increasing accountability, student achievement will increase.

Action Step 1 5

Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings

Person Responsible

Perry Davis

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, assessments, and data

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

Classroom walk throughs, lesson plans, data meetings

Person Responsible

Perry Davis

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, observations, student data

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

Student growth and proficiency data

Person Responsible

Perry Davis

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student data

G3.B1.S2 Lesson plans and assessments will be checked for alignment to standards and FSA rigor.

[copy] 4

S236328

Strategy Rationale

To assure that instruction and assessments are aligned with the FSA standards at the necessary level of rigor

Action Step 1 5

Lesson plans and assessments will be monitored.

Person Responsible

Perry Davis

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, assessments, and data

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

Lesson plans and assessments will be checked to ensure that they align to standards and FSA rigor.

Person Responsible

Perry Davis

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and assessments

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

Lesson plans and assessments

Person Responsible

Perry Davis

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and assessment alignment to standards and FSA rigor.

G4. At least 78% of all students will demonstrate proficiency on the Grade 8 FCAT Science. 1

G084293

G4.B1 Grade 6 teaches Earth Science, 7th Grade teaches Life Science, and 8th Grade teaches 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

B223957

G4.B1.S1 Teachers will: Participate in data meetings. Provide instruction based on individual needs of the students. Use Larry Bells UNRAAVEL and 12 Powerful Words. Use word walls (content area and testing terms). Use Webb's DOK Questions daily. Create and administer Common FCAT-like assessments. [copy] 4

S236329

Strategy Rationale

By analyzing data, implementing best practices, and increasing accountability, student achievement will increase.

Action Step 1 5

Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings

Person Responsible

Jay Jolicoeur

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, assessments, and data

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

Classroom walk throughs, lesson plans, data meetings

Person Responsible

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, observations, student data

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

Student growth and proficiency data

Person Responsible

Jay Jolicoeur

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student data

G4.B1.S2 Lesson plans and assessments will be checked for alignment to standards and FCAT rigor.

[copy] 4

S236330

Strategy Rationale

To assure that it is aligned with the FCAT standards at the necessary level of rigor.

Action Step 1 5

Lesson plans and assessments will be monitored.

Person Responsible

Jay Jolicoeur

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, assessments, and data

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

Lesson plans and assessments will be checked to access if they align to standards and FSA rigor

Person Responsible

Jay Jolicoeur

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and assessments

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

Lesson plans and assessments

Person Responsible

Jay Jolicoeur





















Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and assessment alignment to standards and FCAT rigor.

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					
G3.MA1  M310721	Mastery tests and other formative assessments	Davis, Perry	8/17/2015	Assessment data	5/31/2016 quarterly
G4.MA1  M310726	Scores from CIM Assessments	Jolicoeur, Jay	8/17/2015	Student scores	5/31/2016 monthly
G1.MA1  M310711	Progress monitoring and other formative assessments	Olson, John	8/22/2016	Assessment data	5/3/2017 monthly
G1.B1.S1.MA1  M310703	Opportunities for collaboration will be provided monthly on PD day.	Olson, John	9/7/2016	Artifacts of development of scales and common assessments.	5/3/2017 monthly
G1.B1.S1.MA1  M310704	Opportunities for collaboration will be provided monthly on PD day.	Olson, John	9/7/2016	Artifacts of development of scales and common assessments	5/3/2017 monthly
G1.B1.S1.A1  A304847	Teachers will develop standards-based scales and common assessments in their monthly PLC.	Plympton, Marlene	9/7/2016	Artifacts from PLC	5/3/2017 monthly
G2.MA1  M310716	Progress monitoring and other formative assessments	Olson, John	8/22/2016	Assessment and progress monitoring data	6/2/2017 one-time
G1.B2.S1.MA1  M310707	Student data should indicate a at least a year's worth of growth.	Olson, John	8/22/2016	i-Ready Data	6/2/2017 annually
G1.B2.S1.MA1  M310708	Teachers and administrators will monitor i-Ready data a minimum of biweekly.	Olson, John	8/22/2016	iReady Data	6/2/2017 biweekly
G1.B2.S1.A1  A304849	All students will use i-Ready instruction a minimum of 45 minutes a week in their ELA class.	Olson, John	8/22/2016		6/2/2017 weekly
G2.B1.S1.MA1  M310712	Student growth and profeciency data	Olson, John	8/22/2016	Student data	6/2/2017 weekly
G2.B1.S1.MA1  M310713	Classroom walk through, lesson plans, data meetings	Olson, John	8/22/2016	Lesson plans, observations, student data	6/2/2017 weekly
G2.B1.S1.A1  A304851	Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings	Olson, John	8/22/2016	Teacher lesson plans, assessments, and data	6/2/2017 weekly
G3.B1.S1.MA1  M310717	Student growth and profeciency data	Davis, Perry	8/22/2016	Student data	6/2/2017 weekly
G3.B1.S1.MA1  M310718	Classroom walk throughs, lesson plans, data meetings	Davis, Perry	8/22/2016	Lesson plans, observations, student data	6/2/2017 weekly
G3.B1.S1.A1  A304853	Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings	Davis, Perry	8/22/2016	Teacher lesson plans, assessments, and data	6/2/2017 weekly
G4.B1.S1.MA1  M310722	Student growth and profeciency data	Jolicoeur, Jay	8/22/2016	Student data	6/2/2017 weekly
G4.B1.S1.MA1  M310723	Classroom walk throughs, lesson plans, data meetings		8/22/2016	Lesson plans, observations, student data	6/2/2017 weekly
G4.B1.S1.A1  A304855	Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings	Jolicoeur, Jay	8/22/2016	Teacher lesson plans, assessments, and data	6/2/2017 weekly
G1.B1.S2.MA1  M310705	Teachers lesson plans will be check weekly for planning using strategies determined in the data...	Olson, John	8/22/2016	Lessons plans will be collected weekly. Evidence of implementation of strategies will be collected during classroom walk-throughs and observations.	6/2/2017 weekly

Suwannee - 0051 - Suwannee Middle School - 2016-17 SIP
Suwannee Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 M310706	Student and teacher data will be reviewed biweekly.	Olson, John	8/22/2016	Teachers' assignments will be completed for each data meeting. Teachers lesson plans will demonstrate differentiated instruction and implementation of the strategies planned in the data meetings.	6/2/2017 biweekly
G1.B1.S2.A1 A304848	Teachers will participate in data meetings twice a month.	Olson, John	8/22/2016	Teachers' data notebooks will include data and action plans.	6/2/2017 biweekly
G1.B2.S2.MA1 M310709	i-Ready data will be monitored for growth.	Olson, John	8/22/2016	Student data will show growth. The goal is for all students to perform on or above grade level.	6/2/2017 one-time
G1.B2.S2.MA1 M310710	i-Ready data will be reviewed biweekly through data meetings.	Olson, John	8/22/2016	i-Ready data	6/2/2017 biweekly
G1.B2.S2.A1 A304850	Selected students will be scheduled on a weekly basis to receive additional i-Ready instruction...	Olson, John	8/22/2016	Schedule	6/2/2017 weekly
G2.B1.S2.MA1 M310714	Lesson plans and assessments	Olson, John	8/22/2016	Lesson plans and assessment alignment to standards and FSA rigor	6/2/2017 weekly
G2.B1.S2.MA1 M310715	Lesson plans and assessments will be checked to ensure that they align to standards and FSA rigor.	Olson, John	8/22/2016	Lesson plans and assessments	6/2/2017 weekly
G2.B1.S2.A1 A304852	Lesson plans and assessments will be monitored.	Olson, John	8/22/2016	Lesson Plans, Assessments, and Data	6/2/2017 weekly
G3.B1.S2.MA1 M310719	Lesson plans and assessments	Davis, Perry	8/22/2016	Lesson plans and assessment alignment to standards and FSA rigor.	6/2/2017 weekly
G3.B1.S2.MA1 M310720	Lesson plans and assessments will be checked to ensure that they align to standards and FSA rigor.	Davis, Perry	8/22/2016	Lesson plans and assessments	6/2/2017 weekly
G3.B1.S2.A1 A304854	Lesson plans and assessments will be monitored.	Davis, Perry	8/22/2016	Lesson Plans, assessments, and data	6/2/2017 weekly
G4.B1.S2.MA1 M310724	Lesson plans and assessments	Jolicoeur, Jay	8/22/2016	Lesson plans and assessment alignment to standards and FCAT rigor.	6/2/2017 weekly
G4.B1.S2.MA1 M310725	Lesson plans and assessments will be checked to access if they align to standards and FSA rigor	Jolicoeur, Jay	8/22/2016	Lesson plans and assessments	6/2/2017 weekly
G4.B1.S2.A1 A304856	Lesson plans and assessments will be monitored.	Jolicoeur, Jay	8/22/2016	Lesson Plans, assessments, and data	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. At least 73% of the students taking Civics will pass the Civics EOC Assessment.

G1.B1 Limited proficiency in the implementation of Civics standards through high-yield, research-based strategies.

G1.B1.S1 Development of scales and common assessments through professional learning communities

PD Opportunity 1

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

Facilitator

Marlene Plympton

Participants

Civics Teachers

Schedule

Monthly, from 9/7/2016 to 5/3/2017

G1.B1.S2 Teachers will participate in data meetings twice a month to analyze data, plan to implement differentiated instructional strategies, and re-assess skills not mastered.

PD Opportunity 1

Teachers will participate in data meetings twice a month.

Facilitator

John Olson

Participants

Social Studies Teachers

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

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	Teachers will develop standards-based scales and common assessments in their monthly PLC.	\$0.00
2	G1.B1.S2.A1	Teachers will participate in data meetings twice a month.	\$0.00
3	G1.B2.S1.A1	All students will use i-Ready instruction a minimum of 45 minutes a week in their ELA class.	\$0.00
4	G1.B2.S2.A1	Selected students will be scheduled on a weekly basis to receive additional i-Ready instruction during their elective class.	\$0.00
5	G2.B1.S1.A1	Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings	\$0.00
6	G2.B1.S2.A1	Lesson plans and assessments will be monitored.	\$0.00
7	G3.B1.S1.A1	Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings	\$0.00
8	G3.B1.S2.A1	Lesson plans and assessments will be monitored.	\$0.00
9	G4.B1.S1.A1	Classroom walk throughs, evaluation of lesson plans and assessments, and data meetings	\$0.00
10	G4.B1.S2.A1	Lesson plans and assessments will be monitored.	\$0.00
Total:			\$0.00