

South Seminole Middle School



2016-17 Schoolwide Improvement Plan

South Seminole Middle School

101 S WINTER PARK DR, Casselberry, FL 32707

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

School Demographics

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	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for South Seminole Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Culturally Relevant Teaching (CRT) trainings are being implemented at SSMS throughout the 2016-2017 school year. The intent of this professional development plan is to first work with teachers on their own understandings of what it means to be culturally relevant, understand how their own biases effect instruction and then how to become more culturally relevant in the classroom. The second phase of training will focus on building leadership capacity, as we train teachers to become CRT leaders at their own sites. The role of the CRT leaders at SSMS will be to serve as a resource and on-site support for their colleagues, via modeling culturally relevant teaching in their own class or helping with resources or planning around CRT.

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

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

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

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.

South Seminole Middle School uses the Positive Behavior Support: A Multi-Tiered Support System. The PBS/MTSS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

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

SSMS additionally received the PBS (Positive Behavior Support) Golden Model School Award, which is the highest level award given by PBIS.

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.

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

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

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.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in

English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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	20	23	26	0	0	0	0	69	
One or more suspensions	0	0	0	0	0	0	6	15	5	0	0	0	0	26	
Course failure in ELA or Math	0	0	0	0	0	0	8	25	18	0	0	0	0	51	
Level 1 on statewide assessment	0	0	0	0	0	0	126	99	87	0	0	0	0	312	

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	21	32	19	0	0	0	0	72	

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

The following are interventions used at South Seminole Middle:

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

classroom instruction. In addition, the coaches assess students to ensure proper academic placement.

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/316246>.

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.

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

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
Coleman , Mia	Principal
Grace, Linion	Dean
Bess, Brendan	Assistant Principal
Ciocca, Julie	Assistant Principal
Elkharchafi, Patrica	Assistant Principal
Fernandez, Rafeal	Dean
Maffuz, Janice	Dean
Hunziker, Donna	Instructional Coach
Reid, Clifphene	Instructional Coach
Hernandez, Lexa	Instructional Coach

b. Duties

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

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

Literacy, Writing, and Math Instructional Coaches: Provides information about core instruction, participates in student data collection, develops and helps with delivery of Tier I instruction/ intervention, collaborates with other staff to develop Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. They develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervention services for student to be considered; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plans, supports the implementation of Tier 1, 2, and 3 intervention plans.

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

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

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

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

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

To implement and coordinate the school's MTSS efforts through professional development, aggressive research and analysis of data to identify students' needs, and data driven intervention to satisfy these needs. The team will meet on a monthly basis to review student data, social issues, new students; to identify student success and students who are at risk. The team will make decisions based on data and information. Discussion will determine if there is a need for professional development, program implementations, adjustment of schedules, or community service involvement. The team will also analyze, monitor progress and make accommodations as needed based on data. The focus for this year will be to continue building a strong foundation for the MTSS team and to

provide MTSS training to new teachers, along with implementing an MTSS Tracking System. The MTSS team works in conjunction with other school teams to provide appropriate interventions, and assistance in selecting strategies based on student needs. The MTSS team also provides guidance, information, and support with data interpretation.

South Seminole Middle School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. South Seminole Middle School will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mia Coleman-Baker	Principal
Linion Grace	Student
Lizette Gonzalez	Teacher
Michelle Fitzpatrick	Parent
Marilyn Leenen	Education Support Employee
Masuma Virji	Parent
Theresa Rotolo	Parent
Anne Marie Cummlngs	Parent
Tom Shircliff	Parent
Tania Varga Bigosinski	Education Support Employee
Jazmyne Mitchell	Parent
Lindy Moore	Parent
Heather Jones	Business/Community
David Jones	Student

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

SAC will review collectively analyze 2015-2016 data to assist in setting goals for the 2016-17. SAC members had the opportunity to provide feedback and ask questions.

b. Development of this school improvement plan

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

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

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

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

Current Balance: \$4431.35

10% Teacher Grants

30% PBS \$

30% ELA & Math support/enrichment

30% Leadership Magnet projects

100% Of the SAC Budget

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
Coleman , Mia	Principal
Ciocca, Julie	Assistant Principal
Hunziker, Donna	Instructional Coach
Bess, Brendan	Assistant Principal
Elkharchafi, Patrica	Assistant Principal
Reid, Clifphene	Instructional Coach
Hernandez, Lexa	Instructional Coach

b. Duties

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

- Reading Edge 2.0 - Reading staff will be trained and implement Edge program. Literacy Coach and SFA consultant and Administration will support and monitor progress towards refinement. Member center will provide monitoring information.

- PLC - Staff participate in weekly PLC meetings and monthly published PLC meetings. Coaches/ Administration support PLC learning and growth. PLC notes are kept weekly.

- Close Reading - Staff will be provided with instructional materials and ideas for implementing Close

Reading strategies across the curriculum. Coaches will provide modeled lessons and support through implementation of the strategy. ELA teachers will implement close reading.

- Reciprocal Teaching - The purpose of reciprocal teaching is empower students to utilize the 4 core reading strategies: summarize, clarify, predict, questioning across all text.
 - Instructional Strategies - Staff will participate in monthly professional development to address their greatest areas of need. Professional Development will include lead21: growth mindset. interactive notebook etc.
 - Academic Vocabulary - Tier 2 and 3 Academic Vocabulary Words identified in Edge 2.0 will be provided to all content area teachers on posters or card stock. Suggestions for supporting the use of these content area academic vocabulary words will be supplied to all teachers.
- *BAV- teacher are implementing steps 1-6 of BAV in ELA/Sci/SS support knowledge of academic terms.

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.

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

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school

begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

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

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.

Each curriculum area developed a differentiated instruction plan to meet the needs of the individual student. All teachers were trained on station rotation model and used the results from formative and summative assessments to format learning activities to meet the individual needs of their students. The instructional coaches are working collaboratively with the teachers to develop and implement small group instruction within the classroom.

All students will take 45 minutes of iReady during their ELA class, and will participate in iReady for 30 minutes during their math class. Additionally, our Academic intervention team has developed an academic "Push in" or "Pull Out" model to further assist the Lowest Quartile students.

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

Strategy: Extended School Day

Minutes added to school year: 6,480

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

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Coleman , Mia, mia_coleman@scps.k12.fl.us

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

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

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.

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

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

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.

SSMS has developed a Leadership Continuum for students to develop their interpersonal skills through the use of the 7 Habits of Highly Effective Teens. In 6th grade, students participate in Leaders4Life which is the foundational course where students learn the 7 Habits and how to apply them to their own life. In 7th grade, students progress to Emerging Leaders where they apply the habits and begin to learn how to extend leadership into their community. In this course, students also

participate in the iJourneys course where they explore their career options by creating interest profiles and develop a pathway for their future. This course also provides students with the opportunity to earn industry certification. In 8th grade students take Global Leadership, which provides them the opportunity to use their leadership to connect globally. Students participate in a cultural exchange with a school in China, and also work with a Junior Achievement liaison to explore entrepreneurship. In this course, students also complete the iConnect curriculum, which provides them with an opportunity to earn half of a high school credit and the preparedness to earn industry certification.

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

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

The iConnect course has been embedded in our 8th grade global leadership course, which incorporates Multimedia Essentials and focuses on design and creation of digital slide presentations, including formatting basics, slide transitions, animation, timing, titling, and integration of images, graphics, audio/video and other compatible files. This course provides some of the information needed to earn the Multimedia Essentials certificate.

The IC3 Spark Certification Exam, developed by Certiport and tailored for 6th and 7th grade students, serves as the first step in digital literacy. This opportunity is providing via our virtual keyboarding course. IC3 Spark is perfect for students new to computers and the Internet, or who lack a solid foundation. Spark Certification - Digital literacy standards provide students with the foundation knowledge needed to succeed in all environments requiring the use of computers and the Internet. IC3 Spark certification is comprised of 3 exams, addressing the same foundational concepts as the IC3 exam. Students must pass all 3 exams to earn certification: Computing Fundamentals; Key Applications and Living Online.

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

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

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JA It's My Business is provided through our Emerging Leaders course, it encourages students to use entrepreneurial thinking as they explore higher education and career choices. Students participate in fun, challenging activities such as an entrepreneurial quiz game, completing a blueprint for a teen club, participating in an auction of businesses, and creating entrepreneur profile cards. The program targets students in grades six, seven, and eight. It is composed of six sessions, each 60 minutes in length.

JA Be Entrepreneurial is provided through our Pre-IB Global Leadership Program, it introduces students to the essential elements of a practical business plan and then challenges them to start an entrepreneurial venture..

Students will learn about advertising, competitive advantages, financing, marketing, and product development.

The program is composed of seven sessions, each 45 minutes in length.

JA Global Marketplace - Blended Model gives students an opportunity to experience the worldwide interdependence of producers, consumers, and the global workforce by playing the role of business owners and managers at the international FreeTrade Market. JA Global Marketplace is provided to 6-8 grade students in Leadership classes, it is a series of activities recommended for students in sixth, seventh, and eighth grades. The average time for each activity is 45 minutes and the program is delivered to students through an online Learning Management System (LMS).

Living on My Own is a hands-on, real-life simulation that gives young people the opportunity to experience their futures in a fun and exciting way. This initiative is targeted to our 8th grade students. They are encouraged to make healthy and wise lifestyle choices similar to those adults face on a daily basis. It is designed to be a partnership among UF/Seminole County Extension Program and community partners. Living on My Own consists of: Preparation for simulation: lessons on money, jobs, banking, purchasing items; Hands on simulation that focuses on money management decisions and Post-simulation briefing net worth, evaluation and discussion. Prior to the simulation, volunteers prepare students by going through the sample lessons during their math course.

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.

Vision Driven Summer Camp for our students is an opportunity for us to advance college and career awareness among our students. During this 2 week camp our students get the opportunity to visit local higher educational institutions such as The University of Central Florida, Seminole State College, and Full Sail. Our students also get the experience of interacting with local business leaders, public service people, and students that are currently enrolled in college.

Transition Services with all of our ESE students who are turning 14 within the next year. The transition services include an interest inventory and what their intent is for post secondary school. We discuss the courses that we have and what they are taking and how these classes will support their future employment goals.

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.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** G1. South Seminole Middle School will foster appropriate relationships with all of its stakeholders (students, teachers, parents, community members); ensure all students have necessary support to achieve at high levels by providing rigorous instructions and assessments opportunities for all students, and ensure a minimum of one year's growth in instruction for ELA, Math, and 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. G1. South Seminole Middle School will foster appropriate relationships with all of its stakeholders (students, teachers, parents, community members); ensure all students have necessary support to achieve at high levels by providing rigorous instructions and assessments opportunities for all students, and ensure a minimum of one year's growth in instruction for ELA, Math, and Science **1a**

 G086293

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	63.0

Targeted Barriers to Achieving the Goal **3**

- Lack of fidelity in the support programs
- Time
- Fixed mindset
- Fidelity in implementation of programs

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

- iReady reading and math integration RISE (Grade Recovery)
- Professional Development • Personnel • Time • Timely feedback
- After school tutorial and enrichment programs • Student mentorship programs • Personnel trained in culturally relevant teaching • Progress monitoring • Cultural relevant materials

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

Formative math data will be collected to assess how students are progressing in the

Person Responsible

Schedule

Evidence of Completion

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

 = Problem Solving Step  S123456 = Quick Key

G1. G1. South Seminole Middle School will foster appropriate relationships with all of its stakeholders (students, teachers, parents, community members); ensure all students have necessary support to achieve at high levels by providing rigorous instructions and assessments opportunities for all students, and ensure a minimum of one year's growth in instruction for ELA, Math, and Science **1**

 G086293

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

 B229285

G1.B1.S1 RISE- Grade recovery opportunity for students to complete assignments and receive support with academics during 8th period Support PLCs with understanding and implementing the Cycle of Effective Instruction - the alignment of indicators 50,51 & 52 (reflection & pedagogy) with indicators 47,48,49 (planning for students) Provide opportunity for 8th grade Hispanic; Black; FRL students to participate in Advanced Science & Social Studies 7. ESOL Level 1 & 2 Readers and placed in SF ESOL sections of Adv. Sci and Adv. SS 8. I Ready Reading and Math integration in ELA and Math content courses **4**

 S241803

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Mia Coleman

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Mia Coleman

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Academic support team referrals, PLC notes, Academic Intervention team notes.
Walkthrough notes

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

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

Person Responsible

Mia Coleman

Schedule

Weekly, from 8/15/2016 to 5/26/2017


Evidence of Completion

Student Progress Report, Weekly point sheets, Progress Monitoring

G1.B2 Time 2

 B229286

G1.B2.S1 Targeted walkthroughs based on research content strategies used to generate student evidence. Focus Indicators include: 1, 2, 3, 10, 11, 12, 13, 17, 18, 19, 20, 22, 24, 26, and 31 4

 S241804

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Mia Coleman

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Mia Coleman

Schedule

Evidence of Completion

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

G1.B3 Fixed mindset 2

 B229287

G1.B3.S1 Provide growth mindset Professional Development for students and teachers 4

 S241805

Strategy Rationale

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

Action Step 1 5

Teachers and students will be engaged in ongoing Differentiated Instruction and Learning Centers Training to meet the needs of ALL students.

Person Responsible

Mia Coleman

Schedule

On 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Mia Coleman

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Walk through data, Coaches logs Plan

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

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

Person Responsible

Mia Coleman

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Walk through data, Coaches logs Plan

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

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

Person Responsible

Mia Coleman

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

G1.B4 Fidelity in implementation of programs 2

B229288

G1.B4.S1 Differentiated Instruction Plan for Lowest 30% in ELA, Science, and Math. 4

S241806

Strategy Rationale

Providing a plan for the lowest 30% in the listed subject area will add consistency among our staff when providing instruction to our students.

Action Step 1 5

ELA - Monitor assessments formally and informally. Teachers will reflect on the observations and scores to determine the sequence of upcoming instruction: lessons/cycles/ skills, based on that data. Teachers will monitor each individual student's scores on assessments and participation throughout the cycles. Test scores and iReady assessment results are used to determine if both cycles are needed to cover the skill or just one. SCPS TOA's will work collaboratively with reading teachers to implement effective station rotation models to focus on specific standards/areas of need.

Students will track their progress on comprehension, by using a chart for their Wildly Important Goal (85% of students from each class will achieve 85% or higher on the End of Cycle reading assessment).

Math - Plan Monday station rotations focused on standards identified by baseline data. Interventions planned and provided to extend student thinking or to address student gaps. Individualized interventions through RISE Program; Continue use of iReady lessons in Intensive and Academic Intervention classes to provide differentiated lessons.

Science teachers participate in the SCPS Literacy Design Collaborative Project (LDC). LDC is a resource for teachers that provides an avenue for scaffolding close reading and writing integration in content area disciplines with an emphasis on content standards. Teachers collaboratively plan a content standards based module within their PLC that allows the students to build deep conceptual understanding of the content through reading and writing tasks.

Person Responsible

Mia Coleman

Schedule

On 5/26/2017

Evidence of Completion

ELA - iReady diagnostic FSA FPMA results quarterly exams student WIGs/ LEAD measures Reading Edge Cycle Tests Standards Assessments Member Center Data Math - iReady Formative and common assessments 9 weeks quarterly exams FSA Science - LDC projects ELA FSA data Common formative and summative assessments 9 weeks exam

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

ELA - iReady diagnostic FSA
FPMA results
quarterly exams
student WIGs/ LEAD measures
Reading Edge Cycle Tests
Standards Assessments
Member Center Data

Math - iReady
Formative and common assessments
9 weeks quarterly exams

Science - Common formative and summative assessments
9 weeks exam

Person Responsible

Mia Coleman

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Math - Ongoing formative assessments to assess how students are progressing
Interventions planned and provided to extend student thinking or to address student gaps.
ELA - Teachers are reviewing the data and developing a center based approach to target skills according to the identified subskills in iReady. Science - 8th grade science assigns mini formative assessments each week based on standard and level of complexity. The following Monday, enrichment and intervention activities are provided based on results of formative assessments. Use of common summative unit assessments based on DOK of standards followed up with differentiated enrichment and intervention activities as identified by the summative assessments.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Comprehension using a chart for the WIG (85% of students from each class will achieve 85% or higher on the End of Cycle Comprehension Test by April 1, 2017).

Person Responsible








Mia Coleman

Schedule


Biweekly, from 8/15/2016 to 4/27/2017

Evidence of Completion

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					
G1.MA1  M322648	Formative math data will be collected to assess how students are progressing in the		No Start Date		No End Date one-time
G1.B2.S1.MA1  M322642	Walkthrough data will be monitor and analyzed to ensure that the strategy is implemented with...	Coleman , Mia	8/15/2016	Weekly Administrative and Instructional Coaches meeting to discuss walk-through data to determine whether strategies are being implemented with fidelity.	No End Date weekly
G1.B4.S1.MA1  M322646	Comprehension using a chart for the WIG (85% of students from each class will achieve 85% or higher...	Coleman , Mia	8/15/2016		4/27/2017 biweekly
G1.B1.S1.MA1  M322640	Interventions for students will be tracked to assess if they are appropriate and successful in...	Coleman , Mia	8/15/2016	Student Progress Report, Weekly point sheets, Progress Monitoring	5/26/2017 weekly
G1.B1.S1.MA1  M322641	Tracking of student progress in Academic Intervention Program, Administrative walk-throughs,...	Coleman , Mia	8/15/2016	Academic support team referrals, PLC notes, Academic Intervention team notes. Walkthrough notes	5/26/2017 weekly
G1.B1.S1.A1  A312989	Provide students with additional support to gain a higher level of achievement	Coleman , Mia	8/15/2016	Common Assessment each quarter, Administrative and Instructional Coaches meeting to discuss instructional trends. AIP team will monitor and analyze student data through Skyward and Edinsight.	5/26/2017 quarterly
G1.B2.S1.A1  A312990	Daily walkthroughs of classrooms with feedback, leadership team will analyze walkthrough data...	Coleman , Mia	8/15/2016	Administration will use walkthrough data to demonstrate completion of the activity.	5/26/2017 weekly
G1.B3.S1.MA1  M322643	Walk-through data, Coaches logs data will be used to monitor the effectiveness of this strategy....	Coleman , Mia	8/15/2016	Walk-through data, Coaches logs data will be used to monitor the effectiveness of this strategy. Proper application of this strategy will help foster better relationship between all Teachers and Students	5/26/2017 biweekly
G1.B3.S1.MA1  M322644	Classroom walk-throughs observations focused on the strategies that were implemented in the...	Coleman , Mia	8/15/2016	Walk through data, Coaches logs Plan	5/26/2017 monthly
G1.B3.S1.MA1  M322645	Classroom walk-throughs observations focused on the strategies that were implemented in the...	Coleman , Mia	8/15/2016	Walk through data, Coaches logs Plan	5/26/2017 monthly
G1.B3.S1.A1  A312991	Teachers and students will be engaged in ongoing Differentiated Instruction and Learning Centers...	Coleman , Mia	8/15/2016	Classroom walk-through observations focused on the strategies that were implemented in the Professional Development.	5/26/2017 one-time
G1.B4.S1.MA1  M322647	ELA - iReady diagnostic FSA FPMA results quarterly exams student WIGs/ LEAD measures Reading...	Coleman , Mia	8/15/2016	Math - Ongoing formative assessments to assess how students are progressing Interventions planned and provided to extend student thinking or to address student gaps. ELA - Teachers are reviewing the data and developing a center based approach to target skills according to the identified subskills in iReady. Science - 8th grade science assigns mini formative assessments each week based on standard and level of complexity. The following Monday, enrichment and intervention activities are provided based on results of formative assessments. Use of common summative unit assessments based on	5/26/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				DOK of standards followed up with differentiated enrichment and intervention activities as identified by the summative assessments.	
G1.B4.S1.A1  A312992	ELA - Monitor assessments formally and informally. Teachers will reflect on the observations and...	Coleman , Mia	8/15/2016	ELA - iReady diagnostic FSA FPMA results quarterly exams student WIGs/ LEAD measures Reading Edge Cycle Tests Standards Assessments Member Center Data Math - iReady Formative and common assessments 9 weeks quarterly exams FSA Science - LDC projects ELA FSA data Common formative and summative assessments 9 weeks exam	5/26/2017 one-time

V. Professional Development Opportunities

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

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	Provide students with additional support to gain a higher level of achievement				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0201 - South Seminole Middle School	Other	1.0	\$5,000.00
			Notes: AfterSchool Tutorial Program; Boost Camps			
2	G1.B2.S1.A1	Daily walkthroughs of classrooms with feedback, leadership team will analyze walkthrough data weekly.				\$0.00
3	G1.B3.S1.A1	Teachers and students will be engaged in ongoing Differentiated Instruction and Learning Centers Training to meet the needs of ALL students.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0201 - South Seminole Middle School	Title I, Part A	1.0	\$6,000.00
			Notes: Ongoing Professional Development on Differentiated Instruction and Learning Stations; Onsite profesisonal development from vendors; conferences			
4	G1.B4.S1.A1	<p>ELA - Monitor assessments formally and informally. Teachers will reflect on the observations and scores to determine the sequence of upcoming instruction: lessons/cycles/ skills, based on that data. Teachers will monitor each individual student's scores on assessments and participation throughout the cycles. Test scores and iReady assessment results are used to determine if both cycles are needed to cover the skill or just one. SCPS TOA's will work collaboratively with reading teachers to implement effective station rotation models to focus on specific standards/areas of need. Students will track their progress on comprehension, by using a chart for their Wildly Important Goal (85% of students from each class will achieve 85% or higher on the End of Cycle reading assessment. Math - Plan Monday station rotations focused on standards identified by baseline data. Interventions planned and provided to extend student thinking or to address student gaps. Individualized interventions through RISE Program; Continue use of iReady lessons in Intensive and Academic Intervention classes to provide differentiated lessons. Science teachers participate in the SCPS Literacy Design Collaborative Project (LDC). LDC is a resource for teachers that provides an avenue for scaffolding close reading and writing integration in content area disciplines with an emphasis on content standards. Teachers collaboratively plan a content standards based module within their PLC that allows the students to build deep conceptual understanding of the content through reading and writing tasks.</p>				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0201 - South Seminole Middle School	Other	1.0	\$2,000.00
			Notes: PLC lesson study opportunites; PLCs provided planning time with content TOAs and Curriculum Administrator.			

Seminole - 0201 - South Seminole Middle School - 2016-17 SIP
South Seminole Middle School

Total:	\$13,000.00
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