

# South Sumter Middle School



# 2017-18 Schoolwide Improvement Plan

## South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[ no web address on file ]

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Middle School  
6-8

**2016-17 Title I School**

Yes

**2016-17 Economically  
Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

75%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white  
on Survey 2)

30%

### School Grades History

**Year**  
**Grade**

**2016-17**  
B

**2015-16**  
B

**2014-15**  
B\*

**2013-14**  
B

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for South Sumter Middle School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

SSMS will teach with commitment and conviction to provide all students with opportunities to achieve college and career success in a global community through rigorous instruction, forward thinking, and research based strategies that will equip each student with the skills necessary for college, careers, and life.

##### b. Provide the school's vision statement.

Inspiring all students to persevere and achieve lifelong success.

#### 2. School Environment

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

When students enroll at SSMS, the guidance department reviews the information on the BSR, home language survey, and night time residency form. These forms provide information about the family and student which helps build and strengthen a cooperative home/school relationship. Information regarding hardships or special situations are shared with the teachers so that the school can better provide for students through the creation of a nurturing and caring environment.

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

SSMS utilizes a schoolwide Help Box. Students may anonymously fill out forms identifying a student in need of help because someone is bothering them along with the location of where the behavior is taking place. The school's guidance counselors monitor the box throughout the day and put staff members in place to watch and intercept the bothersome behaviors in an effort to address and end it.

Students in all grades receive a mentor through the "Mentor and Mentee" program that will follow throughout their time at SSMS. This mentor can serve as a liaison between student and administration should problems occur.

Bullying is not tolerated at SSMS. Throughout the campus, anti-bullying posters are hung and evident for the student body.

##### 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.

SSMS utilizes a schoolwide PBIS system. Our PBIS site team, which consists of administrative, instructional and non-instructional staff, meets regularly throughout the school year to analyze discipline data, address changing school needs, and to ensure transparency and fidelity of the PBIS system campus wide. Students receive Red and Black Bucks for displaying positive behavior throughout the day. Students may spend their bucks to purchase items at the Raider Store. The Raider Store is open every other Friday during all student lunches.

Should a disciplinary measure need to be taken, several options are in place to avoid loss of class time. Lunch detentions, team conferences, and short parent conduct forms are available to teachers to aid in minimizing student distractions during instructional time.

**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.**

SSMS has two guidance counselors for the students to go to as needed. Depending on the individual student's needs, the district employs school psychologists and behavior liaisons that the school may request services from. In addition, Lifestream provides services to students on campus with parental approval. In addition, every student on campus has been paired up with a mentor (instructional & non-instructional staff) and meets monthly with a small group of peers where team building is encouraged.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused.

Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor the student's progress throughout the year.

Students receive a referral into the RTI program after they receive their second Level 3 disciplinary infraction. Behavioral Intervention Plans are created for students with continual discipline issues. Approximately every five weeks a team meets to discuss the students actions and update the behavioral plan.

**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	46	63	65	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	8	87	63	0	0	0	0	158
Course failure in ELA or Math	0	0	0	0	0	0	72	71	82	0	0	0	0	225
Level 1 on statewide assessment	0	0	0	0	0	0	58	42	60	0	0	0	0	160
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	44	79	70	0	0	0	0	193

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

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused. The attendance target group is closely monitored and Attendance Child Study Team Meetings are held with the student, parent, administrator, and representative from Youth and Family Alternatives. Strategies are put into place to ensure the student is attending school on a regular basis. Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor their progress throughout the year. Students are pulled out of their elective class once a week to receive additional help in the classes they are struggling in. Students also receive targeted instruction based on their individual needs during the school's 6th period academic intervention period. Students receive a referral into the RTI program after they receive their second Level 3 disciplinary infraction.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### **1. PFEP 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/436971>.

### **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.**

SSMS partners with local businesses to ensure students have the supplies they need for school. The school receives donations such as bookbags, general school supplies, as well as clothing for those students that are in need. These partnerships secure the items students need so that they can focus on their studies and not worry about the things they need for school.

## C. Effective Leadership

**1. School Leadership Team**

### **a. Membership**

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



Name	Title
Wyatt, Jennifer	Assistant Principal
Shirley, Allen	Principal
Field, Angeline	Other
Kadur, Dieter	Other
Lashley, Debra	School Counselor
Lowery, Cory	Teacher, K-12
Morrison, Stacy	Teacher, K-12
Shirley, Desa-Rae	Teacher, K-12
Strickland, Deanna	Teacher, K-12
Tyson, Kimberly	Instructional Media
White, Morris	Teacher, K-12
Williams, Gail	Teacher, K-12
Camp, Joel	Assistant Principal
Bell, Autumn	Teacher, K-12
Velazquez, Ricaldo	Teacher, ESE
Hensley, Sandra	School Counselor
Landers, Pamela	Teacher, K-12
Ishee, Brie	Teacher, K-12
Craig, Gregory	Teacher, K-12
Frazier, Desiree	Teacher, K-12
Woythaler, Amanda	Other
Paulynice, Shelly	Teacher, K-12
Lewis, Erin	Teacher, K-12

## **b. Duties**

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

A representative from the RTI Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### **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.**

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The

team meets weekly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional practices, evaluate implementation, make decisions, and practice new processes and skills.

Title I- The school is allotted Title I funds to help ensure a partnership between school, student, and parent. The funds are used to help promote parent awareness of student academics.

Title II- The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the school improvement goals and student data.

Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title X dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.

Nutrition Programs: Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

Violence Prevention Programs: SSMS has a Positive Behavior Intervention Support (PBIS) plan. The school also has a HELP BOX where student can anonymously identify students in need of help.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Allen Shirley	Principal
April Carneglia	Education Support Employee
Misty Durham	Parent
Audra Freeman	Parent
Kelly Lawrence	Teacher
Norma Lopez	Parent
Roy Mitchell	Business/Community
Desa-Rae Shirley	Teacher
Maryann Gajos	Teacher
Sarah Doyle	Teacher
Stephany Dunn	Parent
Ricky Velazquez	Teacher
Cindy Simmons	Teacher
Courtney Worrell	Teacher
Julie Fahey	Teacher
Bambi Cutshall	Parent
Laura Rumer	Parent
Karen Bennett	Parent
Jamie Miller	Parent
Amanda Woythaler	Teacher
Ramona Lang	Parent
Melissa McCoy	Parent

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

Last year's school improvement plan was evaluated when the school received it's data. The data was compared to the school's goals and presented to the School Advisory Council.

#### b. Development of this school improvement plan

The development of the school improvement plan includes all stakeholders. School data is reviewed by departments on a regular basis at PLCs. Data is also reviewed by the School Advisory Council at their quarterly meetings. The data, along with their feedback from stakeholders, is used to create the goals for the school improvement plan. The plan is then presented, reviewed and approved by all members of the School Advisory Council at their meeting in the fall.

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

School based focus is discussed with the School Advisory Committee and issues, concerns and revisions are discussed. Most budgeting occurs at the district level. If School Improvement funds

become available, it is anticipated that these funds will be used towards Positive Behavior awards for students, classroom technology, and other student learning and school safety needs.

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

**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
Grant, Gaylyn	Instructional Coach
Shirley, Desa-Rae	Teacher, K-12
Tyson, Kimberly	Instructional Media
Wyatt, Jennifer	Other
Shirley, Allen	Principal
Landers, Pamela	Teacher, K-12
Morrison, Stacy	Teacher, K-12
Camp, Joel	Assistant Principal
Paulynice, Shelly	Teacher, K-12
Woythaler, Amanda	Other
Frazier, Desiree	Teacher, K-12
Doyle, Sarah	Teacher, K-12

#### b. Duties

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

The major initiatives of the LLT this year will specifically involve meeting the literacy needs of all our students, especially our subgroup populations, as determined by assessment of disaggregated data. At this point, it will be the role of the LLT to seek out research based strategies or best practices, like W-I-C-O-R, that would be most effective in addressing literacy needs; furthermore, the LLT will note which disciplines are most conducive to implementation of a particular strategy. Just as importantly as deciding on specific research based strategies will be the role of the LLT to encourage their pervasive use in classrooms throughout the campus. LLT will help promote the instructional needs that engage students in complex cognitive tasks that challenge students to apply their foundational skills. This process needs to include high-level thinking opportunities for students to grapple with and construct meaning from complex texts. Finally, the LLT will actively support instructional differentiation in all disciplines. Such support may involve the selection of teachers to attend professional workshops on differentiation, selection of literature written on the topic of instructional differentiation, selection of electronically based training in differentiating student instruction, and the application of flexible grouping in the ELA classroom.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

SSMS teachers are provided professional development time where they work together as a department to deconstruct state standards to ensure that their instructional units are properly aligned in preparation of state testing. Departments also meet every other week for department led Professional Learning Communities.

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

The district utilizes Troops to Teachers and Teacher to Teachers as recruitment opportunities. Prospective employees apply for positions by completing an online application on the district's website. Principal's review and verify certification and qualifications prior to hiring.

The Director of Human Resources and the Principal are the individuals responsible for recruitment.

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

The mentor/mentee pairings are based on teacher experience and the subjects being taught. All mentors are certified Clinical Educators. New teachers complete the district's New Teacher Program under the direction of their mentor. The program includes: monthly checklists of responsibilities, observations made by the mentor, as well as guided meetings throughout the year.

Additionally, if a veteran teacher comes to the school, they are paired with a teacher "buddy" to help with the basic transition into school culture, practices, and routines.

## 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.***

SSMS teacher's instructional units are aligned to the district's curriculum maps which coincide with the Florida Standards. Instructional units and lessons are monitored by administrators on a regular basis to ensure the standards are being taught.

#### 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.***

The school uses data to provide and differentiate instruction to meet the needs of the students by using the data:

\* to guide and /or adjust the teachers instruction and planning based on the student's mastery of the

standard/skill (3 times a year)

\* to monitor what the students knows about the content to assist the teachers with instruction and planning, and lastly (Exact Path and EOY)

\* to form groups to differentiate instruction within the centers for flexible grouping. (Every 4 and ½ weeks).

The data is used to form groups in flexible grouping and to decide what standard/skill needs to be used in the center to meet the needs of individual students. Instruction is also modified/differentiated to meet the different student's levels, especially in the teacher-led center.

Also, the data allows us to address our students with decoding issues that will receive a 45-minute Intensive Reading class using the SRA program, while receiving a block ELA class as well.

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

**Strategy:** After School Program

**Minutes added to school year:** 3,690

If funds are available, lower performing students may be enrolled in an after school instructional program to assist students in previewing and mastering select targeted skills/standards.

**Strategy Rationale**

Students will have additional exposure to preview/review select skills/standards being taught in their classrooms.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Shirley, Allen, allen.shirley@sumter.k12.fl.us

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

Teachers will implement pre and mid year tests using Edmentum Exact Path for ELA and Math.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

SSMS offers a 5th grade visitation to all feeder schools which assists in the transition process from elementary to middle school. During this visit, students become familiar with the campus, the various programs offered, and get to visit classrooms. SSMS also offers a 6th grade orientation prior to the school year starting where the students come and meet their teachers. The 8th graders are offered a 9th grade orientation at SSHS as well. To assist with transition from one grade to another within SSMS, grade expectations are reviewed and students are made aware of options that may be

available to avoid retention. Testing is provided to help with placement for the upcoming year and state assessment scores are looked at for placement into advanced courses.

## **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.**

All 6th grade students will be enrolled in a one-semester course that is fundamental to ensuring career readiness on the part of our students. This course covers essentials such as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations. Students take career assessments which provide them information on career clusters that align to their interests and abilities. In collaboration with local businesses and organizations in an effort to advance career awareness, we have begun forming meaningful partnerships within our local community. We rely on the expertise of guest speakers to provide students with relevant career-related information about each career cluster. In addition to traditional career curriculum, students also use My Career Shines, a tool to explore, research, and build a personalized academic and career plan.

Additionally, SSMS is an AVID school and students receive college and career awareness through the AVID elective. The AVID program accelerates student learning by teaching students college readiness skills. Students learn information about future courses and colleges that are suited to their interests.

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

SSMS utilizes AVID strategies in all courses. Eligible students are placed into an AVID elective to learn college readiness skills. The school has a college readiness week. Each grade has accelerated courses in language arts, science, math, and reading. Seventh and Eighth grade students can take Algebra I to obtain high school credit. Eighth grade students can also take a geometry course and a physical science course for high school credit. In addition, SSMS offers Agriculture Foundations and CCC to eighth graders where they can earn HS credit. These courses offer students the opportunity for advancement prior to entering high school.

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

SSMS offers Algebra 1, Geometry and Physical Science Honors that select students may take to earn high school credits. In addition, SSMS offers Agriculture Foundations and CCC to eighth graders where they can earn HS credit. These courses offer students the opportunity for advancement prior to entering high school. AVID strategies, including the use of Cornell Notes, are utilized in all classes to foster a college and career readiness environment. A STEM elective has been added to further enhance study in science and technology.

### **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.**

SSMS is a school wide AVID school. AVID strategies including WICOR and Cornell Notes are used in all classes. SSMS plans to increase the number of students enrolled in the AVID elective while continuing to prepare students to be college and career ready not only at the middle school but at the high school as well.

## **II. Needs Assessment**



The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

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

## C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** School-wide digital literacy and technology integration will increase student learning outcomes through enhanced instruction.
- G2.** SSMS students will improve the ELA school grading component from 52% in 2016-2017 to 62% in 2017-2018.
- G3.** SSMS students will improve the mathematics school grading component from 50% in 2016-2017 to 62% in 2017-2018.
- G4.** SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 61% in 2016-2017 to 65% in 2017-2018.
- G5.** Students will show an increase in student achievement on the Civics EOC from 73% in 2016-2017 to 80% in 2017-2018.
- G6.** Students will show a decrease in the area of discipline.
- G7.** Students will show a decrease in the number of absences from school.
- G8.** Parent involvement will show an increase.

## 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.** School-wide digital literacy and technology integration will increase student learning outcomes through enhanced instruction. 1a

 G099324

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	62.0

**Targeted Barriers to Achieving the Goal** 3

- Implementation of new technology in the classroom

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

- School site technology coordinator
- District level instructional technology coach
- Professional development for implementation of Microsoft 365

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

The district technology specialist/coach will be made available for school staff to make individual appointments with.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Calendar Invites, Sign-in Rosters, Emails

**G2.** SSMS students will improve the ELA school grading component from 52% in 2016-2017 to 62% in 2017-2018. **1a**

 G099325

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	67.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	55.0
FSAA ELA Achievement	99.0

**Targeted Barriers to Achieving the Goal** **3**

- Tier 3 bottom quartile students need targeted instructional strategies in small group settings.
- Higher performing students need higher complexity in text and assignments in order to increase learning gains.
- Some students need additional time to master the FSA Writing rubric and Language Arts Florida Standards.
- Educators will make consistent use of data to improve instruction.
- Instructors will ensure that all access points are taught.

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

- 6th Period is used to target reading and writing skills including marking the text.
- Intensive reading classes
- The reading coach will provide resources and guidance to help teachers focus on specific skills
- SRA data, NAEP data, STAR data, FSA, Exact Path
- Core Connections
- Curriculum Maps & Timelines
- Writing rubrics will be discussed with students and reviewed after each formative assessment
- The ELA department will meet to participate in data chats
- Achieve 3000, formative assessments
- ELA teachers will collaborate with other content area teachers to share writing rubric and assist in “writing to learn” across curriculum
- Unique learning systems
- SRA Reading Mastery

## Plan to Monitor Progress Toward G2. 8

Timelines and access point guidelines will direct teacher instruction

### Person Responsible

Allen Shirley

### Schedule

Daily, from 8/10/2017 to 5/30/2018

### Evidence of Completion

Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA

**G3.** SSMS students will improve the mathematics school grading component from 50% in 2016-2017 to 62% in 2017-2018. 1a

G099326

## Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	67.0
Math Gains	65.0
Math Lowest 25% Gains	55.0
Algebra I EOC Pass Rate	93.0
Geometry EOC Pass Rate	100.0
FSAA Mathematics Achievement	100.0

## Targeted Barriers to Achieving the Goal 3

- Students need additional instructional time to master math benchmarks and strands.

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

- Curriculum Maps
- Professional Learning Communities plan and collaborate with other teachers to develop lesson plans that address student weaknesses.
- Performance Matters and other formative assessments help teachers to determine areas to target.
- After-school program for selected underperforming students if funds are available.
- Targeted 6th periods using text mapping skills for non-fiction articles.
- AVID strategies are used school-wide.

## Plan to Monitor Progress Toward G3. 8

### Person Responsible

### Schedule

### Evidence of Completion

**G4.** SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 61% in 2016-2017 to 65% in 2017-2018. 1a

G099327

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FSA Science Achievement	55.0

**Targeted Barriers to Achieving the Goal** 3

- Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.
- Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction.
- Students have difficulty understanding content area vocabulary.
- Students have limited experience with science in real world setting.

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

- Curriculum maps
- Professional learning communities will plan and collaborate with other teachers to develop lesson plans that address student background knowledge weakness throughout a lesson.
- Sumter Environmental Educational Center
- Study Island
- District PLC
- Achieve 3000 - eScience program
- Formative Assessments
- Think Central
- IXL

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

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

PLC minutes, department meeting minutes, 2017 FCAT Science scores, and District PLCs

**G5.** Students will show an increase in student achievement on the Civics EOC from 73% in 2016-2017 to 80% in 2017-2018. 1a

G099328

**Targets Supported** 1b

Indicator	Annual Target
Civics EOC Pass	80.0

**Targeted Barriers to Achieving the Goal** 3

- Connecting civics concepts with other subject areas.

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

- DBQ Projects, Achieve 3000, 6th and 7th grade online text, Khan Academy
- Florida Standards and Curriculum Map

**Plan to Monitor Progress Toward G5.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G6.** Students will show a decrease in the area of discipline. 1a

G099329

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	700.0

**Targeted Barriers to Achieving the Goal** 3

- Differences in cultural expectations

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

- Parent calls, parent notes, lunch detention, and short conduct forms are used as interventions for student behavior.

**Plan to Monitor Progress Toward G6.** 8

Early warning communication so parents are aware of school expectations.

**Person Responsible**

Allen Shirley


**Schedule**

Daily, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Parent calls, parent notes, lunch detention, and short conduct forms

**G7. Students will show a decrease in the number of absences from school. 1a**

 G099330

**Targets Supported 1b**

Indicator	Annual Target
Attendance rate	25.0

**Targeted Barriers to Achieving the Goal 3**

- Parents do not understand the importance of the student's attendance and the effect it has on the student's instructional time that is missed.

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

- Attendance records, attendance child study team meetings, phone calls, attendance letters, Youth and Family Alternatives, SSMS Attendance Clerk

**Plan to Monitor Progress Toward G7. 8**

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

**Person Responsible**

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives

**G8. Parent involvement will show an increase. 1a**

 G099331

**Targets Supported 1b**

Indicator	Annual Target
District Parent Survey	5.0

**Targeted Barriers to Achieving the Goal 3**

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

-

## 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.** School-wide digital literacy and technology integration will increase student learning outcomes through enhanced instruction. **1**

 **G099324**

**G1.B1** Implementation of new technology in the classroom **2**

 **B267514**

**G1.B1.S1** The district technology specialist/coach will be made available for school staff to make individual appointments with. **4**

 **S283389**

### Strategy Rationale

The provision of opportunities for staff to meet with district technology specialist/coach on site will allow for greater fidelity in the classroom.

### Action Step 1 **5**

The district technology specialist/coach will be made available for school staff to make individual appointments with.

#### Person Responsible

Allen Shirley

#### Schedule

Monthly, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

Calendar invites, Sign-in Rosters, Emails



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

The district technology specialist/coach will be made available for school staff to make individual appointments with.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Calendar invites, Sign-in Rosters, Emails

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

The district technology specialist/coach will be made available for school staff to make individual appointments with.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Calendar invites, Sign-in rosters, Emails

**G2.** SSMS students will improve the ELA school grading component from 52% in 2016-2017 to 62% in 2017-2018. 1

G099325

**G2.B1** Tier 3 bottom quartile students need targeted instructional strategies in small group settings. 2

B267515

**G2.B1.S1** Tier 3 students require small group setting and benefit from targeted instructional strategies.

4

S283390

### Strategy Rationale

By providing instructional strategies in a small group setting, Tier 3 students are given additional tools to access and master the curriculum.

### Action Step 1 5

Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.

#### Person Responsible

Allen Shirley

#### Schedule

Weekly, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

Attendance Records, Student Work Samples

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

Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.

#### Person Responsible

Allen Shirley

#### Schedule

Weekly, from 8/10/2017 to 5/31/2018

#### Evidence of Completion

Attendance Records, Student Work Samples, Exact Path

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

Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.

**Person Responsible**

Allen Shirley

**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Attendance Records, Student Work Samples

**G2.B2** Higher performing students need higher complexity in text and assignments in order to increase learning gains. 2

 B267516

**G2.B2.S1** Teachers will introduce supplemental text and increase rigor of assignments via Springboard curriculum. 4

 S283391

**Strategy Rationale**

In order for students to be challenged by complex texts and assignments, teachers must find and provide additional material.

**Action Step 1** 5

Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data

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

Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data

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

Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data

**G2.B3** Some students need additional time to master the FSA Writing rubric and Language Arts Florida Standards. **2**

 B267517

**G2.B3.S1** ELA teachers will collaborate with other content teachers to share the writing rubric and will unpack standards with the students. **4**

 S283392

### **Strategy Rationale**

Students will write across the curriculum to the same rubric and understand and have access to the standards being taught.

### **Action Step 1 **5****

Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.

#### **Person Responsible**

Allen Shirley

#### **Schedule**

Weekly, from 8/10/2017 to 5/30/2018

#### ***Evidence of Completion***

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6****

Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.

#### **Person Responsible**

Allen Shirley

#### **Schedule**

Weekly, from 8/10/2017 to 5/31/2018

#### ***Evidence of Completion***

Department Meeting Minutes, Student Samples, FSA

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

Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.

**Person Responsible**

Allen Shirley

**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

**G2.B4** Educators will make consistent use of data to improve instruction. 2

 B267518

**G2.B4.S1** FSA, Exact Path, Achieve 3000, and AR data will be used to reform flexible grouping each time data is received. 4

 S283393

**Strategy Rationale**

Teachers will provide students with targeted instruction in weaker skill areas to small groups.

**Action Step 1** 5

Data from FSA, Exact Path, Achieve 3000 and AR testing will be used for the formation of flexible grouping.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Formative assessments, purposeful flexible grouping

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Data from Exact Path, Achieve 3000, and AR Testing will be used for the formation of flexible grouping.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Formative assessments, purposeful flexible grouping

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Data from Exact Path, Achieve 3000, and AR Testing will be used for the formation of flexible grouping.

**Person Responsible**

Allen Shirley


**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Formative assessments, purposeful flexible grouping

**G2.B5** Instructors will ensure that all access points are taught. **2**

 B267519

**G2.B5.S1** Teachers will work with timelines and access point guidelines. **4**

 S283394

### **Strategy Rationale**

Working with timelines and access point guidelines

### **Action Step 1** **5**

Timelines and access point guidelines will direct teacher instruction.

#### **Person Responsible**

Allen Shirley

#### **Schedule**

Daily, from 8/10/2017 to 5/30/2018

#### ***Evidence of Completion***

Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA

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

Timelines and access point guidelines will direct teacher instruction

#### **Person Responsible**

Allen Shirley

#### **Schedule**

Daily, from 8/10/2017 to 5/31/2018

#### ***Evidence of Completion***

Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA



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

Timelines and access point guidelines will direct teacher instruction

**Person Responsible**

Allen Shirley


**Schedule**

Daily, from 8/10/2017 to 5/31/2018


**Evidence of Completion**

Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA

**G3.** SSMS students will improve the mathematics school grading component from 50% in 2016-2017 to 62% in 2017-2018. 1

 G099326

**G3.B1** Students need additional instructional time to master math benchmarks and strands. 2

 B267520

**G3.B1.S1** The school will provide selected students with additional instructional time on Khan Academy and IXL or Edmentum Exact Path. 4

 S283395

**Strategy Rationale**

Students need additional time to ensure mastery of math standards.

**Action Step 1** 5

Additional time will be provided to students to ensure mastery of math standards.

**Person Responsible**

Allen Shirley

**Schedule**

Weekly, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Lab Schedule and Rosters, 6th period groups and IXL and/or Khan Academy data

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

Additional time will be provided to students to ensure mastery of math standards.

**Person Responsible**

Allen Shirley

**Schedule**

Weekly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Lab Schedule and Rosters

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

Additional time will be provided to students to ensure mastery of math standards.

**Person Responsible**

Allen Shirley


**Schedule**

Weekly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Lab Schedule and Rosters

**G3.B1.S2** The school will provide students with targeted 6th period assignments to provide additional math instructional time. 4

 S283396

### Strategy Rationale

Students need additional time to ensure mastery of math standards.

### Action Step 1 5

Additional time will be provided to students to ensure mastery of math standards.

#### Person Responsible

Allen Shirley

#### Schedule

Daily, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

6th Period Lesson Plans and Rosters

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

Additional time will be provided to students to ensure mastery of math standards.

#### Person Responsible

Allen Shirley

#### Schedule

Daily, from 8/10/2017 to 5/30/2018

#### Evidence of Completion

6th Period Lesson Plans and Rosters

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

Additional time will be provided to students to ensure mastery of math standards.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

6th Period Lesson Plans and Rosters

**G3.B1.S3** The school will provide an after-school program for Level 1 and 2 students if funds are available. 4

 S283397

**Strategy Rationale**

Students need additional time to ensure mastery of math standards.

**Action Step 1** 5

Additional time will be provided to students to ensure mastery of math standards.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

List of invitees and their levels.

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Additional time will be provided to students to ensure mastery of math standards.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

List of invitees, their levels, and teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Additional time will be provided to students to ensure mastery of math standards.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018


***Evidence of Completion***

List of invitees, their levels, and teacher lesson plans

**G4.** SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 61% in 2016-2017 to 65% in 2017-2018. **1**

 G099327

**G4.B1** Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development. **2**

 B267521

**G4.B1.S1** Teachers will follow the district curriculum map and course timeline for prioritized skills to ensure all students receive guaranteed and viable curriculum and use data to drive instruction. **4**

 S283398

### Strategy Rationale

Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum. Analyze data to ensure the needs of all students are met.

### Action Step 1 **5**

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

#### Person Responsible

Allen Shirley

#### Schedule

Daily, from 8/10/2017 to 8/31/2018

#### Evidence of Completion

PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs

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

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

#### Person Responsible

Allen Shirley

#### Schedule

Daily, from 8/10/2017 to 5/31/2018

#### Evidence of Completion

PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs

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

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

### Person Responsible

Allen Shirley

### Schedule

Daily, from 8/10/2017 to 5/31/2018

### Evidence of Completion

PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs

**G4.B2** Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction. 2

 B267522

**G4.B2.S1** Science teachers will increase hands-on, guided inquiry lessons, incorporating writing strategies and collaboration through the use of Think Central. 4

 S283399

### Strategy Rationale

Analysis of data to determine the need for increasing inquiry lessons.

## Action Step 1 5

Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.

### Person Responsible

Allen Shirley

### Schedule

Monthly, from 8/10/2017 to 5/31/2018

### Evidence of Completion

PLC Minutes and Administrative Conference Minutes

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

PLC Minutes and Administrative Conference Minutes

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.

**Person Responsible**

Allen Shirley

**Schedule**


Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

PLC Minutes and Administrative Conference Minutes



**G4.B2.S2** All students will complete a science project using the scientific method and use of STEM activities. 4

 S283400

### **Strategy Rationale**

Completion of science project using the scientific method.

### **Action Step 1** 5

Using the scientific method, students will complete a science fair project and in class project.

#### **Person Responsible**

Allen Shirley

#### **Schedule**

On 12/2/2017

#### ***Evidence of Completion***

Teacher Lesson Plans, Student Projects

### **Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Using the scientific method, students will complete a science fair project and in class project.

#### **Person Responsible**

Allen Shirley

#### **Schedule**

On 12/2/2017

#### ***Evidence of Completion***

Teacher Lesson Plans, Student Projects

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** 7

Using the scientific method, students will complete a science fair project and in class project.

**Person Responsible**

Allen Shirley

**Schedule**

On 12/2/2017


**Evidence of Completion**

Teacher Lesson Plans, Student Projects

**G4.B3** Students have difficulty understanding content area vocabulary. 2

 B267523

**G4.B3.S1** Teachers will incorporate content area reading strategies and specific vocabulary strategies to increase student comprehension of science text through the use of AVID strategies and eScience. 4

 S283401

**Strategy Rationale**

Incorporate reading strategies and specific vocabulary strategies into lessons.

**Action Step 1** 5

Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Teacher Lesson Plans, Walk throughs

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Teacher Lesson Plans, Walk throughs

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Evidence: Teacher Lesson Plans, Walk throughs

**G4.B4** Students have limited experience with science in real world setting. **2**

 B267524

**G4.B4.S1** Students participate in Environmental Science Activities through the Sumter 6th Environmental Education Center, 7th grade Water Quality with the Marine Science Center, and the 8th grade solar car race. **4**

 S283402

**Strategy Rationale**

Students need to increase opportunities to use science in real world settings.

**Action Step 1** **5**

Students will participate in environmental science activities to increase opportunities to use science in real world settings.

**Person Responsible**

Allen Shirley

**Schedule**

Quarterly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2017 FCAT Science Scores, Classroom Projects, Solar Car Race.

**Plan to Monitor Fidelity of Implementation of G4.B4.S1** **6**

Students will participate in environmental science activities to increase opportunities to use science in real world settings.

**Person Responsible**

Allen Shirley

**Schedule**

Quarterly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2017 FCAT Science Scores, Classroom Projects, Solar Car Race.

**Plan to Monitor Effectiveness of Implementation of G4.B4.S1** 7

Students will participate in environmental science activities to increase opportunities to use science in real world settings.

**Person Responsible**

Allen Shirley


**Schedule**

Quarterly, from 8/10/2017 to 5/31/2018


**Evidence of Completion**

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2017 FCAT Science Scores, Classroom Projects, Solar Car Race.

**G5.** Students will show an increase in student achievement on the Civics EOC from 73% in 2016-2017 to 80% in 2017-2018. 1

 G099328

**G5.B1** Connecting civics concepts with other subject areas. 2

 B267525

**G5.B1.S1** ELA teachers will incorporate civics concepts into their reading and writing curriculum. 4

 S283403

**Strategy Rationale**

Teachers will incorporate civics concepts into ELA lessons as appropriate. Civics teachers will collaborate to develop lessons that focus on necessary targets.

**Action Step 1** 5

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans, student work samples, formative assessments, EOC

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

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Lesson plans, student work samples, formative assessments, EOC

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

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

**Person Responsible**

Allen Shirley

**Schedule**

Monthly, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Lesson plans, student work samples, formative assessments, EOC

**G6. Students will show a decrease in the area of discipline. 1**

 G099329

**G6.B1 Differences in cultural expectations 2**

 B267526

**G6.B1.S1 Early warning communication so parents are aware of school expectations 4**

 S283404

**Strategy Rationale**

Parents will receive communication from the school in a variety of ways prior to the student receiving a long conduct.

**Action Step 1 5**

Early warning communication so parents are aware of school expectations.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Parent calls, parent notes, lunch detention, and short conduct forms

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

Early warning communication so parents are aware of school expectations.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Parent calls, parent notes, lunch detention, and short conduct forms

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

Early warning communication so parents are aware of school expectations.

**Person Responsible**

Allen Shirley

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Parent calls, parent notes, lunch detention, and short conduct forms

**G7. Students will show a decrease in the number of absences from school.** 1

 G099330

**G7.B1** Parents do not understand the importance of the student's attendance and the effect it has on the student's instructional time that is missed. 2

 B267527

**G7.B1.S1** Students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored. 4

 S283405

**Strategy Rationale**

Students on the target list are closely monitored to ensure they are at school. Attendance child study meetings are held and referrals to Youth and Family Alternatives are made to assist families with truant students.

**Action Step 1** 5

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

**Person Responsible**

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives



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

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

**Person Responsible**

**Schedule**

Daily, from 8/10/2017 to 5/31/2018

***Evidence of Completion***

Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives

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

The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.

**Person Responsible**

**Schedule**

Daily, from 8/10/2017 to 5/31/2018









***Evidence of Completion***














Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives

## IV. Implementation Timeline






Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G3.MA1  M416211	[no content entered]		No Start Date		No End Date one-time
G5.MA1  M416225	[no content entered]		No Start Date		No End Date one-time
G4.B2.S2.MA1  M416216	Using the scientific method, students will complete a science fair project and in class project.	Shirley, Allen	9/5/2017	Teacher Lesson Plans, Student Projects	12/2/2017 one-time
G4.B2.S2.MA1  M416217	Using the scientific method, students will complete a science fair project and in class project.	Shirley, Allen	9/5/2017	Teacher Lesson Plans, Student Projects	12/2/2017 one-time
G4.B2.S2.A1  A382615	Using the scientific method, students will complete a science fair project and in class project.	Shirley, Allen	9/5/2017	Teacher Lesson Plans, Student Projects	12/2/2017 one-time
G2.MA1  M416204	Timelines and access point guidelines will direct teacher instruction	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/30/2018 daily
G4.MA1  M416222	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Shirley, Allen	8/10/2017	PLC minutes, department meeting minutes, 2017 FCAT Science scores, and District PLCs	5/30/2018 daily
G1.B1.S1.A1  A382604	The district technology specialist/coach will be made available for school staff to make individual...	Shirley, Allen	8/10/2017	Calendar invites, Sign-in Rosters, Emails	5/30/2018 monthly
G2.B1.S1.A1  A382605	Utilizing targeted, instructional strategies in a small group setting will provide additional...	Shirley, Allen	8/10/2017	Attendance Records, Student Work Samples	5/30/2018 weekly
G2.B2.S1.A1  A382606	Increasing rigor and providing additional texts will create greater challenge for students in...	Shirley, Allen	8/10/2017	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/30/2018 daily
G2.B3.S1.A1  A382607	Through unpacking the standards, sharing the writing rubric, and collaborating with various content...	Shirley, Allen	8/10/2017	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/30/2018 weekly
G2.B4.S1.A1  A382608	Data from FSA, Exact Path, Achieve 3000 and AR testing will be used for the formation of flexible...	Shirley, Allen	8/10/2017	Formative assessments, purposeful flexible grouping	5/30/2018 monthly
G2.B5.S1.A1  A382609	Timelines and access point guidelines will direct teacher instruction.	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/30/2018 daily
G3.B1.S1.MA1  M416205	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	Lab Schedule and Rosters	5/30/2018 weekly
G3.B1.S1.MA1  M416206	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	Lab Schedule and Rosters	5/30/2018 weekly
G3.B1.S1.A1  A382610	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	Lab Schedule and Rosters, 6th period groups and IXL and/or Khan Academy data	5/30/2018 weekly
G4.B4.S1.A1  A382617	Students will participate in environmental science activities to increase opportunities to use...	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2017 FCAT Science Scores, Classroom Projects, Solar Car Race.	5/30/2018 quarterly

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*South Sumter Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1  M416227	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2017	Parent calls, parent notes, lunch detention, and short conduct forms	5/30/2018 daily
G6.B1.S1.A1  A382619	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2017	Parent calls, parent notes, lunch detention, and short conduct forms	5/30/2018 daily
G3.B1.S2.MA1  M416208	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	6th Period Lesson Plans and Rosters	5/30/2018 daily
G3.B1.S2.A1  A382611	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	6th Period Lesson Plans and Rosters	5/30/2018 daily
G3.B1.S3.A1  A382612	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	List of invitees and their levels.	5/30/2018 daily
G1.MA1  M416193	The district technology specialist/coach will be made available for school staff to make individual...	Shirley, Allen	8/10/2017	Calendar Invites, Sign-in Rosters, Emails	5/31/2018 monthly
G6.MA1  M416228	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2017	Parent calls, parent notes, lunch detention, and short conduct forms	5/31/2018 daily
G7.MA1  M416231	The students with excessive absences are placed on a targeted attendance list where their...		8/10/2017	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/31/2018 daily
G1.B1.S1.MA1  M416191	The district technology specialist/coach will be made available for school staff to make individual...	Shirley, Allen	8/10/2017	Calendar invites, Sign-in rosters, Emails	5/31/2018 monthly
G1.B1.S1.MA1  M416192	The district technology specialist/coach will be made available for school staff to make individual...	Shirley, Allen	8/10/2017	Calendar invites, Sign-in Rosters, Emails	5/31/2018 monthly
G2.B1.S1.MA1  M416194	Utilizing targeted, instructional strategies in a small group setting will provide additional...	Shirley, Allen	8/10/2017	Attendance Records, Student Work Samples	5/31/2018 weekly
G2.B1.S1.MA1  M416195	Utilizing targeted, instructional strategies in a small group setting will provide additional...	Shirley, Allen	8/10/2017	Attendance Records, Student Work Samples, Exact Path	5/31/2018 weekly
G2.B2.S1.MA1  M416196	Increasing rigor and providing additional texts will create greater challenge for students in...	Shirley, Allen	8/10/2017	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/31/2018 daily
G2.B2.S1.MA1  M416197	Increasing rigor and providing additional texts will create greater challenge for students in...	Shirley, Allen	8/10/2017	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/31/2018 daily
G2.B3.S1.MA1  M416198	Through unpacking the standards, sharing the writing rubric, and collaborating with various content...	Shirley, Allen	8/10/2017	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/31/2018 weekly
G2.B3.S1.MA1  M416199	Through unpacking the standards, sharing the writing rubric, and collaborating with various content...	Shirley, Allen	8/10/2017	Department Meeting Minutes, Student Samples, FSA	5/31/2018 weekly
G2.B4.S1.MA1  M416200	Data from Exact Path, Achieve 3000, and AR Testing will be used for the formation of flexible...	Shirley, Allen	8/10/2017	Formative assessments, purposeful flexible grouping	5/31/2018 monthly
G2.B4.S1.MA1  M416201	Data from Exact Path, Achieve 3000, and AR Testing will be used for the formation of flexible...	Shirley, Allen	8/10/2017	Formative assessments, purposeful flexible grouping	5/31/2018 monthly
G2.B5.S1.MA1  M416202	Timelines and access point guidelines will direct teacher instruction	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/31/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.MA1  M416203	Timelines and access point guidelines will direct teacher instruction	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/31/2018 daily
G4.B1.S1.MA1  M416212	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Shirley, Allen	8/10/2017	PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs	5/31/2018 daily
G4.B1.S1.MA1  M416213	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Shirley, Allen	8/10/2017	PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs	5/31/2018 daily
G4.B2.S1.MA1  M416214	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and...	Shirley, Allen	8/10/2017	PLC Minutes and Administrative Conference Minutes	5/31/2018 monthly
G4.B2.S1.MA1  M416215	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and...	Shirley, Allen	8/10/2017	PLC Minutes and Administrative Conference Minutes	5/31/2018 monthly
G4.B2.S1.A1  A382614	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and...	Shirley, Allen	8/10/2017	PLC Minutes and Administrative Conference Minutes	5/31/2018 monthly
G4.B3.S1.MA1  M416218	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and...	Shirley, Allen	8/10/2017	Evidence: Teacher Lesson Plans, Walk throughs	5/31/2018 daily
G4.B3.S1.MA1  M416219	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and...	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Walk throughs	5/31/2018 daily
G4.B3.S1.A1  A382616	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and...	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Walk throughs	5/31/2018 daily
G4.B4.S1.MA1  M416220	Students will participate in environmental science activities to increase opportunities to use...	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2017 FCAT Science Scores, Classroom Projects, Solar Car Race.	5/31/2018 quarterly
G4.B4.S1.MA1  M416221	Students will participate in environmental science activities to increase opportunities to use...	Shirley, Allen	8/10/2017	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2017 FCAT Science Scores, Classroom Projects, Solar Car Race.	5/31/2018 quarterly
G5.B1.S1.MA1  M416223	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Shirley, Allen	8/10/2017	Lesson plans, student work samples, formative assessments, EOC	5/31/2018 monthly
G5.B1.S1.MA1  M416224	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Shirley, Allen	8/10/2017	Lesson plans, student work samples, formative assessments, EOC	5/31/2018 monthly
G5.B1.S1.A1  A382618	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Shirley, Allen	8/10/2017	Lesson plans, student work samples, formative assessments, EOC	5/31/2018 monthly
G6.B1.S1.MA1  M416226	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/10/2017	Parent calls, parent notes, lunch detention, and short conduct forms	5/31/2018 daily
G7.B1.S1.MA1  M416229	The students with excessive absences are placed on a targeted attendance list where their...		8/10/2017	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/31/2018 daily
G7.B1.S1.MA1  M416230	The students with excessive absences are placed on a targeted attendance list where their...		8/10/2017	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/31/2018 daily

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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
G7.B1.S1.A1  A382620	The students with excessive absences are placed on a targeted attendance list where their...		8/10/2017	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/31/2018 daily
G3.B1.S2.MA1  M416207	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	6th Period Lesson Plans and Rosters	5/31/2018 daily
G3.B1.S3.MA1  M416209	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	List of invitees, their levels, and teacher lesson plans	5/31/2018 daily
G3.B1.S3.MA1  M416210	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/10/2017	List of invitees, their levels, and teacher lesson plans	5/31/2018 daily
G4.B1.S1.A1  A382613	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Shirley, Allen	8/10/2017	PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs	8/31/2018 daily

## V. Professional Development Opportunities

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

**G1.** School-wide digital literacy and technology integration will increase student learning outcomes through enhanced instruction.

### **G1.B1** Implementation of new technology in the classroom

**G1.B1.S1** The district technology specialist/coach will be made available for school staff to make individual appointments with.

#### **PD Opportunity 1**

The district technology specialist/coach will be made available for school staff to make individual appointments with.

##### **Facilitator**

Chris McKinney

##### **Participants**

SSMS staff

##### **Schedule**

Monthly, from 8/10/2017 to 5/30/2018

**G2.** SSMS students will improve the ELA school grading component from 52% in 2016-2017 to 62% in 2017-2018.

### **G2.B4** Educators will make consistent use of data to improve instruction.

**G2.B4.S1** FSA, Exact Path, Achieve 3000, and AR data will be used to reform flexible grouping each time data is received.

#### **PD Opportunity 1**

Data from FSA, Exact Path, Achieve 3000 and AR testing will be used for the formation of flexible grouping.

##### **Facilitator**

Department Head

##### **Participants**

All ELA Department Members

##### **Schedule**

Monthly, from 8/10/2017 to 5/30/2018

**G4.** SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 61% in 2016-2017 to 65% in 2017-2018.

**G4.B1** Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

**G4.B1.S1** Teachers will follow the district curriculum map and course timeline for prioritized skills to ensure all students receive guaranteed and viable curriculum and use data to drive instruction.

#### **PD Opportunity 1**

Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.

##### **Facilitator**

Science Department Head

##### **Participants**

All Science Department Members

##### **Schedule**

Daily, from 8/10/2017 to 8/31/2018

**G5.** Students will show an increase in student achievement on the Civics EOC from 73% in 2016-2017 to 80% in 2017-2018.

**G5.B1** Connecting civics concepts with other subject areas.

**G5.B1.S1** ELA teachers will incorporate civics concepts into their reading and writing curriculum.

#### **PD Opportunity 1**

ELA teachers will incorporate civics concepts into their reading and writing curriculum.

##### **Facilitator**

ELA Department Head and Social Studies Department Head

##### **Participants**

All ELA and Social Studies Department Members

##### **Schedule**

Monthly, from 8/10/2017 to 5/31/2018



## 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	The district technology specialist/coach will be made available for school staff to make individual appointments with.	\$0.00
2	G2.B1.S1.A1	Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.	\$0.00
3	G2.B2.S1.A1	Increasing rigor and providing additional texts will create greater challenge for students in addition to the Springboard curriculum.	\$0.00
4	G2.B3.S1.A1	Through unpacking the standards, sharing the writing rubric, and collaborating with various content teachers, students will increase achievement.	\$0.00
5	G2.B4.S1.A1	Data from FSA, Exact Path, Achieve 3000 and AR testing will be used for the formation of flexible grouping.	\$0.00
6	G2.B5.S1.A1	Timelines and access point guidelines will direct teacher instruction.	\$0.00
7	G3.B1.S1.A1	Additional time will be provided to students to ensure mastery of math standards.	\$0.00
8	G3.B1.S2.A1	Additional time will be provided to students to ensure mastery of math standards.	\$0.00
9	G3.B1.S3.A1	Additional time will be provided to students to ensure mastery of math standards.	\$0.00
10	G4.B1.S1.A1	Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.	\$0.00
11	G4.B2.S1.A1	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.	\$0.00
12	G4.B2.S2.A1	Using the scientific method, students will complete a science fair project and in class project.	\$0.00
13	G4.B3.S1.A1	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies and eScience.	\$0.00
14	G4.B4.S1.A1	Students will participate in environmental science activities to increase opportunities to use science in real world settings.	\$0.00
15	G5.B1.S1.A1	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	\$0.00
16	G6.B1.S1.A1	Early warning communication so parents are aware of school expectations.	\$0.00
17	G7.B1.S1.A1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	\$0.00
Total:			\$0.00