

Sumter District Schools

South Sumter High School



2017-18 Schoolwide Improvement Plan

South Sumter High School

706 N MAIN ST, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

At South Sumter High School we value students and their cultures. Students are required to fill out registration forms which include forms focused on the language spoken at home, nighttime residency, health information, and family. The teachers have access to this information to understand the student's culture and background. Teachers and students also use the guidance department for clarity on specific situations. We also have mentoring programs at South Sumter High School. Each student chooses a mentor. Students meet with their mentor 3 days a week during our Raider Time period. We also have specific mentoring activities during this period every other week to build relationships between our students and teachers. Our AVID program has paired a mentor from the faculty with each of the AVID students. All of our mentors are there to discuss grades and other concerns the students may have.

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

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

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

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

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

South Sumter High School provides three guidance counselors for the various grade levels and the exceptional educational students. Each counselor posts a clipboard with a sign-up sheet for students. The counselors' goals are to reach all students who have signed up. The counselors rotate grade levels each year so students have the same guidance counselor through out their high school career. Twice a month our counselor have "Counselors Corner" in the lunchroom during both lunches. Our school holds an annual Bullying Poster Contest with the different posters displayed throughout the school campus. All students also have a mentor that they choose.

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.

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	

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

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?

No

1. PFEP Link

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

2. Description

At South Sumter High School we strive to build relationships with our students' families to increase academic success. To increase awareness and participation in school functions and meetings we have a variety of ways to disseminate information.

A. Posting information on the marquee in front of the school.

B. Mailing and emailing a school newsletter including a calendar monthly.

C. Remind ap. Remind is a free private mobile messaging platform that enables teachers and schools to send reminders to students and parents via text and email. It can be used to send information about important academic reminders such as test, homework, projects, EOC dates, report cards, progress reports, AP Exams, Progress Reports, standardized tests, SAC meetings, etc.

D. Use of the call out system

F. Posting information on the school website

G. Encouraging teachers to email parents using Skyward

In addition, parents have access to the parent viewer on the electronic grade book (SKYWARD)

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
McKinney, Christina	Principal
Didjurgis, Barbara	Teacher, K-12
Jadunauth, Preya	School Counselor
Lawrence, Kelly	Other
Moreland, Kay	Instructional Technology
Oliver, Mona	School Counselor
Noe, Marilyn	School Counselor
Stewart, Danielle	Teacher, K-12
Norman-Tadlock, Carrie	Assistant Principal
Holloway, Lacy	Teacher, K-12
Fussell, Amy	Instructional Media
Breen, Catherine	Teacher, K-12
Breen, Charlie	Teacher, K-12
Cofield, Elizabeth	Teacher, K-12
Borum, Kimberly	Teacher, K-12
Dunn, Jason	Teacher, ESE
Rocker, Rodney	Assistant Principal
Keeler, Emily	Teacher, K-12
Edwards, James	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.

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

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

To use resources effeiciently, our school uses data to identify trends and patterns. Resources are allocated and used to provide students with the best oppportunities available to meet promotion and graduation requirements. The master schedule is built to meet the academic needs and the interests of the students. MTSS is used to improve learning for all students. Tier 1 instruction is based on best practices and differentiated instruction and provided to all students. When students need instruction beyond what is provided universally, they are refered to Tier 2 where additional interventions and specialized instruction is provided. If the intensity of the interventions need to increase, the student will move from Tier 2 to Tier 3. The process is over seen by the MTSS facilitator. Data showing the student's progress is collected frequently and reviewed by the MTSS facilitator, classroom teacher, intervention provider, and guidance counselor. Administration ensures the fidelity of the process. We have ESE support facilitators that provides assistance to students in the reading and math classrooms. We also have a Learning Strategies class for SWD where they are given extra support.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daniel Carneglia	Student
Kim Green	Education Support Employee
Kelly Lawrence	Teacher
Kay Moreland	Teacher
Carrie Norman-Tadlock	Principal
Gaylyn Grant	Parent
Rosa Arredondo	Parent
Landi Adams	Parent
Russell Hogan	Parent
Chris Epperson	Teacher
Chris Starling	Business/Community
Sandra Dietz	Parent
Rodney Rocker	Principal
Christina McKinney	Principal
Debbie Moffitt	Principal
Roy Mitchell	Business/Community

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

SAC was given a mid year presentation of last year's plan and informed of the progress that has been made to date. Last year's plan was reviewed by the SAC this year. Discussion was held about what goals were met and which were not. Barriers were discussed.

b. Development of this school improvement plan

Data and information was gathered and discussed at the end the of the year SAC meeting last year. This information and feedback from stakeholders was used to develop the SIP this year. The plan was then presented, reviewed and approved by all members of the School Advisory Council at the meeting in the fall.

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

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

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

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

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
Norman-Tadlock, Carrie	Assistant Principal
Stewart, Danielle	Teacher, K-12
Fussell, Amy	Instructional Media
Holloway, Lacy	Teacher, K-12
Cofield, Elizabeth	Teacher, K-12
Breen, Catherine	Teacher, K-12
Dunn, Jason	Teacher, ESE
Johnson, Carrie	Teacher, K-12
Porvaznik, Jill	Teacher, K-12
Borum, Kimberly	Teacher, K-12

b. Duties

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

The major initiatives of the Literacy Leadership Team and CRTs are: Content Area Reading Strategy of the quarter that is supported by an AVID strategy of the quarter; improve classroom libraries; quarterly Book Fairs; Extended Reading Passages (Achieve 3000); Common Lit; IXL; Edmentum; Critical Reading Skills for Content Area Subjects; Literacy Week Activities; Content Area Book

Studies; Caught Reading tickets; ongoing professional development of teachers to implement Reading strategies in all content areas and Florida Standards common practices in all content areas.

D. Public and Collaborative Teaching

The school's 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.

All teaches have a common planning time before school. PLCs meet at once a month to discuss various topics that include a focus on AVID strategies and how they relate to the various disciplines. Teachers who teach the same subject plan collaboratively, assign similar projects and tests to have consistency throughout the departments. Teachers also have a planning period through out the day and are encouraged to use this time to observe other teachers. Ninth grade ELA, Reading and Freshmen Transition teachers were teamed together and share the same students.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

*Textbooks are aligned with the Florida standards as well as the curriculum maps for each department.

*Continued professional development training and online resources is provided for teachers.

*Continued use of Learning Focus Strategies in the classrooms which align with the expectations for the teacher evaluation system being used.

*Teachers are focused on including reading and writing in all classes throughout our school with the Language Arts departments being particularly focused on writing using support from the text.

*Administration performs frequent walk throughs to ensure that lessons being taught are aligned with to the Florida's standards

b. Instructional Strategies

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

Testing data is analyzed and used to identify freshmen and sophomores who scored Level 1, Level 2 or Level 3 on the previous year's FSA-ELA. Level 1 readers are placed in a reading class for a 90 minute block. Level 2 and Level 3 readers are placed in a 47 minute reading class. Juniors and seniors who have not passed the FSA/ELA are assigned a 47 minute reading class. The Junior/Senior reading class has a dual focus to include strategies to assist students in making a concordant score on the ACT or SAT in lieu of the FSA/ELA so the student can graduate and prepare for college entry. Individual teachers work one on one with students to attain writing and reading skills. In addition, students have a Raider Prep period twice a week where various FSA-ELA skills are the focus. Data is also used in the math department to schedule students into a math curriculum best suited for them. Ninth grade Level 1 students receive instruction through the IXL program in Algebra 1A/1B. Liberal Arts Math 1 is offered for EOC remediation and uses Math Nation. Math nation is also used in Algebra 1 and Geometry. Students who are college ready are placed into Math Analysis Honors and Intermediate Algebra. Before and after school tutoring is offered. Technological resources are provided to some students whose textbooks have an online component with interactive activities. The teachers also offer opportunities to correct or retake assignments. Data is also used to refer students to MTSS where they receive additional instructional interventions. SWD students take a learning strategies class to assist them with thier work. Classroom teachers use flexible grouping to meet the needs of students.

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

Strategy: After School Program

Minutes added to school year: 2,160

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moreland, Kay, kay.moreland@sumter.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

We have cross curriculum and planning with middle school teachers. Incoming 9th graders visit the high school on a school day during the spring of their 8th grade year to learn about the school and take a guided tour. We also have an open house in the evening for incoming 9th graders and their parents in the spring of their 8th grade year. A few days before school starts incoming 9th graders can pick up their schedules and get a tour of the campus. We publish a curriculum guide for students and parents to provide communication of graduation and grade level requirements. The RISE program is offered in conjunction with the local state college for college readiness. The AVID students take field trips to tour college campuses. Various academies also provide college field trips for students. Teachers go above and beyond the teaching expectations to help new students catch up with the class by allowing them to do less work until they are settled. Our students are supportive of their new classmates by helping to bring them up to date with work. The counselors see that the new students are placed in the right courses to ensure no loss of credits. We have student ambassadors to show new students around and help them get acclimated to the school. My 10 Year Plan is being implemented through our Freshmen Transition Course. All students have a mentor.

b. College and Career Readiness

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

South Sumter High School hosts a College and Career Fair where students have an opportunity to explore many of the possibilities available upon graduation. Our community's business partners and a variety of college representatives attend and help students explore the possibilities.

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

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

South Sumter High School offers multiple career and technical programs to our students that provide an opportunity for students to earn an industry certification. These courses include Agriculture, Medical Careers, Childcare, Criminal Justice and Business. The following are currently the certifications we offer to our students: Agriculture Technician, Agriculture Bio technician, Florida Certified Horticultural Professional, Animal Science Technician, Early Childhood Education Certification, First Aid/CPR, Early Childhood Professional Certificate (ECPC), Child Development Associate (CDA), Servsafe, Certified Nursing Assistant, Certified Medical Administrative Assistant, EKG Aide, Internet Business Associate, MOS and 911 Public Safety Telecommunications: Police, Fire, Ambulance Dispatcher.

Students can also attend Vo-Tech and receive certification in various areas.

We also have a partnership with LSSC where students can take dual enrollment courses.

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

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

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

South Sumter High School is committed to improving student readiness for the public post-secondary level. We are working to make improvements in the pre-graduate indicator of the percent of students who complete at least one AP or dual enrollment course. Counselors will meet with academically able students and strongly encourage them to enroll in Advance Placement (AP) or dual enrollment courses. In addition, our AVID program has expanded and includes students in all grades - 9th, 10th, 11th, and 12th grades. There are a total of 156 AVID students. The AVID program provides students with the skills they need to help them close the achievement gap so they are prepared for college and are able to be successful in a global society. In addition to our AVID program, AVID strategies are being implemented and used in all curriculums. My 10 Year Plan is being implemented through our Freshmen Transition Course.

II. Needs Assessment

The school's completion of this 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.** Students will show an increase in achievement in ELA Reading/Writing.
- G2.** Students will show an increase in achievement in Math.
- G3.** Students will show an increase in achievement in Science.
- G4.** Students will show an increase in achievement in Social Studies.
- G5.** Increase the participation and pass rate of AP courses and AP exams.
- G6.** Increase the number of students who are college and career ready.
- G7.** Decrease the number of students with excessive unexcused absences to less than 5%.

Strategic Goals Detail

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

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

G099345

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials.
- Students lack vocabulary skills.
- Lack of interest in and comprehension of non-fiction as well as practice on extended non-fiction passages.
- Students have insufficient fluency in reading.
- Students struggle to identify question types and which reading strategy is appropriate for answering the question
- Students lack the ability to write in response to literary and non-fiction text

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island
- Learning Focus Strategies
- Flexible Groups
- Classroom Libraries/Class Novels
- School wide AVID Strategies
- Reading Informational Texts: Nonfiction Passages and Exercises Based on the Common Core State Standards
- Springboard
- Read 180
- Teengagment
- After-school program for selected underperforming students if funds are available
- MTSS for identified students
- My 10 Year Plan Freshmen Transition Course
- Lap tops for all 9th graders
- Mentors for all students through their Raider Time period
- Edmentum
- Jamestown Series
- IXL

- Common Lit
- Khan Academy
- ACHIEVE 3000

Plan to Monitor Progress Toward G1. 8

Achieve 3000 reports and Edmentum Assessment reports

Person Responsible

Kimberly Borum

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Achieve 3000 reports, Edmentum Assessments, FSA Assessments

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

G099346

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	60.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Students have difficulty mastering mathematical concepts because they lack foundational math skills
- New Common Core Standards
- End of Course exams being computer based.
- Lack of motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Nation
- Holt McDougal Math Series
- MTSS for identified students
- After-school program for selected underperforming students if funds are available
- School wide AVID Strategies
- Flipped Classrooms
- Lap tops for all 9th graders
- Mentor for all students achieved through Raider Time
- My 10 Year Plan - Freshmen Transition Course
- IXL
- Edmentum Assessments specific for EOC courses
- Khan academy

Plan to Monitor Progress Toward G2. 8

Formative Assessment Data, EOC data

Person Responsible

Charlie Breen

Schedule

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

Evidence of Completion

Formative Assessment Data, EOC data

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

 G099347

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Students have difficulty with content area reading comprehension

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island
- School wide AVID Strategies
- Edmentum
- AVID Weekly
- Science News Weekly
- Khan Academy

Plan to Monitor Progress Toward G3. 8

Collect data from formative assessments and state ap assessments

Person Responsible

Emily Keeler

Schedule

Every 6 Weeks, from 8/10/2017 to 5/31/2018

Evidence of Completion

Data from formative assessments and state assessments

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

G099348

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island
- Document Based Questions
- School wide AVID Strategies
- Learning Focused Strategies
- Literacy Strategy of the Month

Plan to Monitor Progress Toward G4. 8

Results of tests and EOC will be discussed during PLCs

Person Responsible

Danielle Stewart

Schedule

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

Evidence of Completion

Results of tests and EOC

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

G099349

Targets Supported 1b

Indicator	Annual Target
AP Exam Passing Rate	40.0

Targeted Barriers to Achieving the Goal 3

- Lack of awareness, motivation and/or support.
- Students' inexperience with the format of AP courses and exams.
- Teachers' inexperience in teaching AP courses

Resources Available to Help Reduce or Eliminate the Barriers 2

- AP Summer Institute for AP teachers
- AP Symposium for AP teachers
- School wide AVID Strategies
- Pair AVID courses with AP courses
- AP Parent/Student Night
- Raider Time/Mentoring Program

Plan to Monitor Progress Toward G5. 8

Collect data results of AP exams

Person Responsible

Kelly Lawrence

Schedule

Annually, from 7/6/2018 to 7/6/2018

Evidence of Completion

Results from AP exams

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

G099350

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	80.0
CTE Industry Certification Exam Passing Rate	50.0
College Readiness Mathematics	75.0

Targeted Barriers to Achieving the Goal 3

- Students not being ready for college courses
- Students not being ready to begin a career

Resources Available to Help Reduce or Eliminate the Barriers 2

- College and Career Fair
- AP Classes
- School Wide SAT Test
- Florida Partnership
- Industry certification courses offered
- Vo-Tech offered to students
- CDS Childhood Development Services State mandated Modules
- School wide AVID strategies.
- ACT/SAT prep offered in Naval Science classes.
- Dual Enrollment classes offered to students
- My 10 Year Plan through the Freshmen Transition course

Plan to Monitor Progress Toward G6. 8

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

Person Responsible

Kelly Lawrence

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Passing scores on college ready and industry certification assessments

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

 G099351

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Student Motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Skyward Computer System
- Postive Behavior Support

Plan to Monitor Progress Toward G7. 8

The number of students with excessive unexcused absences will be collected

Person Responsible

Rodney Rocker

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G099345

G1.B1 Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials. **2**

 B267552

G1.B1.S1 Teacher selects high interest articles from a variety of available sources **4**

 S283451

Strategy Rationale

Students are exposed to high interest; high reading level materials through Achieve 3000 and Common Lit

Action Step 1 **5**

Make IXL and CommonLit available to the staff

Person Responsible

Carrie Norman-Tadlock

Schedule

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

Evidence of Completion

Class participation logs

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

Monitor use of programs

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation logs

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

Documentation of use of programs

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation logs

G1.B1.S2 AVID critical reading skills being implemented and are taught using "AVID Weekly" articles (current event articles.) These articles are written at a high lexile level and include higher-order thinking questions. 4

 S283452

Strategy Rationale

To improve reading comprehension of complex materials for students, students are engaged with the materials because they are based on current events that are relatable

Action Step 1 5

Provide AVID Weekly logins for teachers so that they can find articles that are high interest and subject specific.

Person Responsible

Lacy Holloway

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student scores from questions

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

Analysis students scores on Achieve3000

Person Responsible

Kimberly Borum

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Students' Scores

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

Monitor students' scores

Person Responsible

Kimberly Borum

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from program

G1.B1.S3 Book project based on a book chosen by the student 4

 S283453

Strategy Rationale

When the students are able to choose their reading materials, they are more engaged with the materials.

Action Step 1 5

Use PLC time to share this strategy with ELA teachers

Person Responsible

Kimberly Borum

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 Mentoring for all students 4

 S283454

Strategy Rationale

Students perform better academically when they feel an emotional connection to their teachers

Action Step 1 5

Students select Raider Time Mentor and meet with them every Tuesday, Thursday, and Friday.

Person Responsible

Carrie Norman-Tadlock

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Student surveys, test scores

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Students will complete grade trackers

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Grade trackers

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Collection of grade trackers

Person Responsible

Carrie Norman-Tadlock


Schedule

Monthly, from 9/15/2017 to 5/25/2018

Evidence of Completion


Grade tracker reports

G1.B2 Students lack vocabulary skills. 2

 B267553

G1.B2.S1 Vocabulary will be presented in a variety of ways to include manipulative activities and visuals.

4

 S283455

Strategy Rationale

Physical interaction with vocabulary helps students learn the words.

Action Step 1 5

Ensure activities are included in lesson plans

Person Responsible

Christina McKinney

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans

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

Review of Lesson Plans and Classroom walkthroughs

Person Responsible

Christina McKinney

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data on classroom walkthroughs

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

Review of Lesson Plans and Classroom walkthroughs

Person Responsible

Christina McKinney

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Results of Vocabulary assessments

G1.B2.S2 Graphic organizers 4

S283456

Strategy Rationale

Visual representation of vocabulary helps student identify and understand the deeper meaning in order to include new vocabulary words as part of their working vocabulary.

Action Step 1 5

CRTs will provide their departments with graphic organizers

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Teachers will post evidence of graphic organizer usage in the cafeteria

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

Graphic organizers submitted to administration

Person Responsible

Carrie Norman-Tadlock

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Samples of completed student graphic organizers

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

Graphic Organizers submitted to administration

Person Responsible

Carrie Norman-Tadlock

Schedule

Biweekly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Samples of completed student graphic organizers

G1.B3 Lack of interest in and comprehension of non-fiction as well as practice on extended non-fiction passages. 2

 B267554

G1.B3.S1 AVID writing in the margins (6 steps) 4

 S283457

Strategy Rationale

When the students see the information differently than how the author presented it, it helps increase comprehension.

Action Step 1 5

CRTs will train their departments on how to complete the AVID writing in the margins process

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Plans presented to PLCs

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

Documentation of teacher participation in trainings

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation of those who attended training

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

Documentation of teachers attending trainings

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation of participation

G1.B3.S2 AVID Saying and Doing strategy 4

 S283458

Strategy Rationale

Helps the students summarize the text paragraph by paragraph in the "saying" column and then the students must identify author's purpose for the doing "column". This aids in their comprehension, especially for author's purpose and summary questions.

Action Step 1 5

CRTs will train the staff on how to complete AVID saying and doing

Person Responsible

Lacy Holloway

Schedule

On 5/31/2018

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Documentation of trainings

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Documentation of trainings

Person Responsible

Carrie Norman-Tadlock


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work

G1.B4 Students have insufficient fluency in reading. 2

 B267555

G1.B4.S1 Required 20 minutes of sustained independent reading 2-3 days per week for intensive reading students. 4

 S283459

Strategy Rationale

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

Action Step 1 5

Provide students with 20 minutes of sustained reading time at least 2-3 times per week

Person Responsible

Kimberly Borum

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Evidence of improved fluency in reading.

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

Make sure there is time provided for sustained reading

Person Responsible

Kimberly Borum

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans

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

Monitor if fluency in reading increases

Person Responsible

Kimberly Borum

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Performance on Reading Assessments

G1.B4.S2 Students participate in oral CLOZE reading activities both in whole group and flexible group settings 2 times per week. 4

 S283460

Strategy Rationale

Hearing the information modeled by the teacher and then repeating the process themselves reinforces the skills necessary for reading fluency.

Action Step 1 5

Train the reading teachers on how to use CLOZE in their classrooms

Person Responsible

Kimberly Borum

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Test scores

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Documentation of participation in trainings

Person Responsible

Carrie Norman-Tadlock

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Documentation of participation in training

Person Responsible

Carrie Norman-Tadlock


Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work

G1.B5 Students struggle to identify question types and which reading strategy is appropriate for answering the question 2

 B267556

G1.B5.S1 Use "marking the text" to help students understand what they are reading. 4

 S283461

Strategy Rationale

Marking the text is a strategy used to help students understand what they read

Action Step 1 5

Teachers will be trained on Marking the Text

Person Responsible

Lacy Holloway

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation of training attendance

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

Classroom walk thrus to ensure strategy is being taught and used

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walk thru forms.

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

Classroom walk thrus

Person Responsible

Carrie Norman-Tadlock


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walk thru forms.

G1.B5.S2 Marking the question in order to identify what type of question it is and what it is asking 4

 S283462

Strategy Rationale

Students can't utilize reading strategies if they are unsure of what the question is asking of them.

Action Step 1 5

Train teachers on marking the question

Person Responsible

Kimberly Borum

Schedule

Quarterly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Test scores

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Documentation of Trainings

Person Responsible

Carrie Norman-Tadlock

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Walk thru data

Person Responsible

Carrie Norman-Tadlock


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk thru data

G1.B6 Students lack the ability to write in response to literary and non-fiction text 2

 B267557

G1.B6.S1 Planning Frame 4

 S283463

Strategy Rationale

Students must be able to plan and organize their thoughts before composing an essay in response to text.

Action Step 1 5

Use Raider Prep to teach the steps of essay writing

Person Responsible

Lacy Holloway

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Completed Schedule/Curriculum of 5 paragraph essay

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

Completion of District created writing assessments

Person Responsible

Kimberly Borum

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Essay scores. Writing is addressed on a continuing, regular basis with focus on organization and support.

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

District assessment writing data for 9th and 10th grade

Person Responsible

Kimberly Borum

Schedule

Quarterly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Results of District writing assesement

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

 G099346

G2.B1 Students have difficulty mastering mathematical concepts because they lack foundational math skills 2

 B267558

G2.B1.S1 Teachers will use AVID strategies such as graphic organizers, marking the text, and cornell notes to help students understand and master math concepts. To enhance student understanding of mathematical standards, they will be exposed to MathNation, IXL, and Khan academy. 4

 S283465

Strategy Rationale

Students will be able to have a better understanding of the concepts through the use of manipulatives, visuals, technology, and organizational tools.

Action Step 1 5

AVID strategies will be implemented in lessons.

Person Responsible

Charlie Breen

Schedule

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

Evidence of Completion

Lesson Plans

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

PLCs where AVID strategies are discussed

Person Responsible

Carrie Norman-Tadlock

Schedule

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

Evidence of Completion

Lesson plans and classroom walk throughs

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

Results of Formative Assessments

Person Responsible

Charlie Breen


Schedule

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

Evidence of Completion

Data from assessments

G2.B2 New Common Core Standards 2

 B267559

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

 S283466

Strategy Rationale

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

Action Step 1 5

Teachers will continue to use LFS Strategies

Person Responsible

Carrie Norman-Tadlock

Schedule

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

Evidence of Completion

Lesson plans and classroom walk throughs

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

Monitoring of lesson plans and classroom walk throughs

Person Responsible

Carrie Norman-Tadlock

Schedule

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

Evidence of Completion

Lesson Plans and Data from classroom walk throughs

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

Analyzing the results from formative assessments

Person Responsible

Charlie Breen


Schedule

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


Evidence of Completion

Formative Assessments Data

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

 B267560

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

 S283467

Strategy Rationale

Give students practice with the technology based programs and tests

Action Step 1 5

Monitoring of lesson plans to ensure they include technology

Person Responsible

Charlie Breen

Schedule

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

Evidence of Completion

Lesson plans

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

Review of lesson plans and classroom walk throughs

Person Responsible

Carrie Norman-Tadlock

Schedule

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

Evidence of Completion

Lesson Plans and data from walk throughs

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

Analyze the results from Formative Assessments

Person Responsible

Charlie Breen

Schedule

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

Evidence of Completion

Data from Formative Assessments

G2.B5 Lack of motivation 2

 B267562

G2.B5.S1 My 10 Year Plan through the Freshmen Transition Course and each student has a mentor through Raider Time. 4

 S283469

Strategy Rationale

If students have goals and a plan to accomplish those goals they will be more successful. Also, students chose their Raider Time teacher as a mentor so they picked a teacher that they have a connection with to help them be more successful.

Action Step 1 5

My 10 Year Plan through the Freshmen Transition Course and Mentoring program through Raider Time.

Person Responsible

Carrie Norman-Tadlock

Schedule

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

Evidence of Completion

Data from My 10 Year Plan

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

Monitoring use of My 10 Year Plan, and mentoring program.

Person Responsible

Carrie Norman-Tadlock

Schedule

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

Evidence of Completion

Data from My 10 Year Plan, and mentoring program.

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

Use of My 10 Year Plan, and teachers mentor during Raider Time

Person Responsible

Carrie Norman-Tadlock

Schedule

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


Evidence of Completion

Data from My 10 Year Plan. Data from Raider Time.

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

 G099347

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

 B267563

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

 S283470

Strategy Rationale

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

Action Step 1 5

Incorporate Edmentum and Science News Weekly in the Science curriculum

Person Responsible

Emily Keeler

Schedule

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

Evidence of Completion

Lesson Plans and Web based data

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

Collect data from Edmentum

Person Responsible

Emily Keeler

Schedule

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

Evidence of Completion

Data from Edmentum from initial test and midyear test

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

Analyze data from formative assessments and state assessments during PLCs

Person Responsible

Emily Keeler


Schedule

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

Evidence of Completion

Data from formative assessments and state assessments

G3.B1.S2 Incorporate literacy strategy of the quarter with rigorous content area text. 4

 S283471

Strategy Rationale

By incorporating reading strategies students have a greater opportunity to understand text provided. Strategies in content area classes will also support FSA achievement.

Action Step 1 5

Literacy strategy trainings during PLCs

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation of participants at trainings

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

Classroom walk thru

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk thru data

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

Collection of sample student work

Person Responsible

Carrie Norman-Tadlock


Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student work

G3.B1.S3 Increase community involvement to increase interest in content area. 4

 S283472

Strategy Rationale

Increased community involvement through APES with the mine project supported by CEMEX and 17 other companies. Scientific research opportunities for students through mentorship with community businesses.

Action Step 1 5

Increased community involvement partnering with CEMEX

Person Responsible

Emily Keeler

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation of meetings/field trips

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

Monitored through APES

Person Responsible

Emily Keeler

Schedule

On 5/31/2018

Evidence of Completion

This action step will be monitored through the APES class on campus.

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

Continued partnership with CEMEX to complete mine project in APES

Person Responsible

Emily Keeler

Schedule

On 5/31/2018

Evidence of Completion

Evidence will be collected through APES.

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

 G099348

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

 B267564

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

 S283473

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Danielle Stewart

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

New assessments used in US History

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

Analyzing the tests to determine if adjustments were made

Person Responsible

Danielle Stewart

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Copies of the assessments

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

Analyze results of tests and EOC

Person Responsible

Danielle Stewart

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Results of tests and EOC

G5. Increase the participation and pass rate of AP courses and AP exams. 1

 G099349

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

 B267566

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

 S283474

Strategy Rationale

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

Action Step 1 5

Pair select AP courses with AVID classes

Person Responsible

Lacy Holloway

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Confirm schedules of AVID students

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

Comparing class rosters of AVID courses with select AP courses

Person Responsible

Lacy Holloway

Schedule

Evidence of Completion

Class rosters of AVID and select AP classes

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

Compare class rosters each semester

Person Responsible

Lacy Holloway

Schedule

Evidence of Completion

Class rosters of AVID courses and select AP courses

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

 S283475

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kelly Lawrence

Schedule

Evidence of Completion

Sign in sheets will be collected

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

Evidence of information sent out

Person Responsible

Kelly Lawrence

Schedule

Evidence of Completion

Copy of information sent out

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

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

Person Responsible

Kelly Lawrence

Schedule

Evidence of Completion

Sign in sheet of those who attended AP night

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

 B267567

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

 S283476

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Syllabus for the course

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

Collection of lesson plans and course syllabus

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

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

Analyze results of practice tests and AP final exam.

Person Responsible


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

G5.B3 Teachers' inexperience in teaching AP courses 2

 B267568

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

 S283477

Strategy Rationale

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

Action Step 1 5

Have AP teachers attend professional development in AP training

Person Responsible

Carrie Norman-Tadlock

Schedule

Semiannually, from 7/1/2017 to 6/30/2018

Evidence of Completion

Verification of attendance at professional development

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

Verify attendance of professional development workshops

Person Responsible

Carrie Norman-Tadlock

Schedule

Semiannually, from 7/1/2017 to 6/30/2018

Evidence of Completion

Agenda from professional development workshop

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

Analyze results from AP tests

Person Responsible

Kelly Lawrence

Schedule


Evidence of Completion

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

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

 G099350

G6.B1 Students not being ready for college courses 2

 B267569

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

 S283478

Strategy Rationale

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

Action Step 1 5

Provide college readiness skills at the high school level

Person Responsible

Carrie Norman-Tadlock

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans

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

Evidence of college level skills used in lesson plans

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Review of Lesson Plans

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

Classroom assignments being completed at a college readiness level.

Person Responsible

Carrie Norman-Tadlock

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Passing grades at a higher scoring rubric

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

 S283480

Strategy Rationale

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

Action Step 1 5

AVID classes will be offered at all four grade levels

Person Responsible

Lacy Holloway

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

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

AVID site team meetings

Person Responsible

Lacy Holloway

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agenda from meetings

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

Analyze the college ready scores of the AVID students.

Person Responsible

Lacy Holloway

Schedule

Semiannually, from 8/10/2017 to 5/25/2018


Evidence of Completion

Results of college ready assessments

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

 B267570

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

 S283481

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kelly Lawrence

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Copy of information given to students about certification

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

Analysis of lesson plans

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Collection of lesson plans

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

Track the number of students who take industry certification exams

Person Responsible

Kelly Lawrence

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Results of industry certification exams

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

 G099351

G7.B1 Student Motivation 2

 B267571

G7.B1.S1 Develop positive incentives for attendance 4

 S283483

Strategy Rationale

If students have incentives, their attendance will improve

Action Step 1 5

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

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

List of positive incentives

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

Students with no unexcused absences will be allowed to participate in Raider Rewards day

Person Responsible

Carrie Norman-Tadlock

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

List of students who participated

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

Track the number of students with no unexcused absences

Person Responsible

Carrie Norman-Tadlock


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

List of students who participated

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

 S283484

Strategy Rationale

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

Action Step 1 5

Implement a one to one mentoring program for all students.

Person Responsible

Carrie Norman-Tadlock

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Every student having a mentor.

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

Grade tracker sheets completed by students

Person Responsible

Carrie Norman-Tadlock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Grade tracker sheets

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

Collect data on student attendance to see if mentoring helped.

Person Responsible

Rodney Rocker

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G5.B1.S1.MA1 M416377	Compare class rosters each semester	Holloway, Lacy	8/10/2017	Class rosters of AVID courses and select AP courses	No End Date semiannually
G5.B1.S1.MA1 M416378	Comparing class rosters of AVID courses with select AP courses	Holloway, Lacy	8/10/2017	Class rosters of AVID and select AP classes	No End Date annually
G5.B3.S1.MA1 M416383	Analyze results from AP tests	Lawrence, Kelly	7/6/2018	AP test results will be collected to determine if there was an increase in student scores.	No End Date annually
G5.B1.S2.MA1 M416379	Keep record of the number of parents and students that attend AP night	Lawrence, Kelly	3/14/2018	Sign in sheet of those who attended AP night	No End Date annually
G5.B1.S2.MA1 M416380	Evidence of information sent out	Lawrence, Kelly	3/14/2018	Copy of information sent out	No End Date annually
G5.B1.S2.A1 A382690	Host a parent/student AP night. Send out information through various means informing students and...	Lawrence, Kelly	3/14/2018	Sign in sheets will be collected	No End Date annually
G1.B1.S3.MA1 M416335	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.MA1 M416336	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.A1 A382670	Use PLC time to share this strategy with ELA teachers	Borum, Kimberly	8/24/2017		No End Date one-time
G1.B1.S1.A1 A382668	Make IXL and CommonLit available to the staff	Norman-Tadlock, Carrie	8/10/2016	Class participation logs	5/31/2017 monthly
G1.MA1 M416357	Achieve 3000 reports and Edmentum Assessment reports	Borum, Kimberly	8/10/2017	Achieve 3000 reports, Edmentum Assessments, FSA Assessments	5/25/2018 monthly
G6.MA1 M416392	Data showing what percentage of students who are college and/or career ready	Lawrence, Kelly	8/10/2017	Passing scores on college ready and industry certification assessments	5/25/2018 semiannually
G7.MA1 M416397	The number of students with excessive unexcused absences will be collected	Rocker, Rodney	8/10/2017	Report with number of and percentage of students with excessive unexcused absences will show a decrease	5/25/2018 weekly
G1.B1.S1.MA1 M416331	Documentation of use of programs	Norman-Tadlock, Carrie	8/10/2017	Documentation logs	5/25/2018 monthly
G1.B1.S1.MA1 M416332	Monitor use of programs	Norman-Tadlock, Carrie	8/10/2017	Documentation logs	5/25/2018 monthly
G1.B2.S1.MA1 M416339	Review of Lesson Plans and Classroom walkthroughs	McKinney, Christina	8/10/2017	Results of Vocabulary assessments	5/25/2018 monthly
G1.B2.S1.MA1 M416340	Review of Lesson Plans and Classroom walkthroughs	McKinney, Christina	8/10/2017	Data on classroom walkthroughs	5/25/2018 monthly
G1.B2.S1.A1 A382672	Ensure activities are included in lesson plans	McKinney, Christina	8/10/2017	Lesson Plans	5/25/2018 monthly
G1.B3.S1.MA1 M416343	Documentation of teachers attending trainings	Norman-Tadlock, Carrie	8/10/2017	Documentation of participation	5/25/2018 monthly
G1.B3.S1.MA1 M416344	Documentation of teacher participation in trainings	Norman-Tadlock, Carrie	8/10/2017	Documentation of those who attended training	5/25/2018 monthly
G1.B4.S1.MA1 M416347	Monitor if fluency in reading increases	Borum, Kimberly	8/10/2017	Performance on Reading Assessments	5/25/2018 monthly

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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
G1.B4.S1.MA1 M416348	Make sure there is time provided for sustained reading	Borum, Kimberly	8/10/2017	Lesson plans	5/25/2018 weekly
G1.B4.S1.A1 A382676	Provide students with 20 minutes of sustained reading time at least 2-3 times per week	Borum, Kimberly	8/10/2017	Evidence of improved fluency in reading.	5/25/2018 weekly
G1.B5.S1.MA1 M416351	Classroom walk thrus	Norman-Tadlock, Carrie	8/10/2017	Classroom walk thru forms.	5/25/2018 monthly
G1.B5.S1.MA1 M416352	Classroom walk thrus to ensure strategy is being taught and used	Norman-Tadlock, Carrie	8/10/2017	Classroom walk thru forms.	5/25/2018 monthly
G1.B5.S1.A1 A382678	Teachers will be trained on Marking the Text	Holloway, Lacy	8/10/2017	Documentation of training attendance	5/25/2018 quarterly
G1.B6.S1.MA1 M416355	District assessment writing data for 9th and 10th grade	Borum, Kimberly	8/10/2017	Results of District writing assesement	5/25/2018 quarterly
G1.B6.S1.MA1 M416356	Completion of District created writing assessments	Borum, Kimberly	8/10/2017	Essay scores. Writing is addressed on a continuing, regular basis with focus on organization and support.	5/25/2018 quarterly
G4.B1.S1.MA1 M416374	Analyze results of tests and EOC	Stewart, Danielle	8/10/2017	Results of tests and EOC	5/25/2018 monthly
G4.B1.S1.MA1 M416375	Analyzing the tests to determine if adjustments were made	Stewart, Danielle	8/10/2017	Copies of the assessments	5/25/2018 quarterly
G4.B1.S1.A1 A382688	Use questions from previously released EOCs to create assessments that have a high complexity.	Stewart, Danielle	8/10/2017	New assessments used in US History	5/25/2018 biweekly
G5.B1.S1.A1 A382689	Pair select AP courses with AVID classes	Holloway, Lacy	8/10/2017	Confirm schedules of AVID students	5/25/2018 daily
G5.B2.S1.MA1 M416381	Analyze results of practice tests and AP final exam.		8/10/2017	Results of practice test will be collected. Results of AP exam.	5/25/2018 monthly
G5.B2.S1.MA1 M416382	Collection of lesson plans and course syllabus	Norman-Tadlock, Carrie	8/10/2017	Course syllabus will be collected at the begining of the course. Lesson plans will be collected	5/25/2018 monthly
G5.B2.S1.A1 A382691	Provide students with the resources they need to be succesfull in AP courses.		8/10/2017	Syllabus for the course	5/25/2018 daily
G6.B1.S1.MA1 M416386	Classroom assignments being completed at a college readiness level.	Norman-Tadlock, Carrie	8/10/2017	Passing grades at a higher scoring rubric	5/25/2018 weekly
G6.B1.S1.MA1 M416387	Evidence of college level skills used in lesson plans	Norman-Tadlock, Carrie	8/10/2017	Review of Lesson Plans	5/25/2018 monthly
G6.B1.S1.A1 A382693	Provide college readiness skills at the high school level	Norman-Tadlock, Carrie	8/10/2017	Lesson Plans	5/25/2018 weekly
G6.B2.S1.MA1 M416390	Track the number of students who take industry certifiaton exams	Lawrence, Kelly	8/10/2017	Results of industry certification exams	5/25/2018 annually
G6.B2.S1.MA1 M416391	Analysis of lesson plans	Norman-Tadlock, Carrie	8/10/2017	Collection of lesson plans	5/25/2018 monthly
G6.B2.S1.A1 A382695	Promote advantages of holding a certification and help students understand their career options	Lawrence, Kelly	8/10/2017	Copy of information given to students about certification	5/25/2018 monthly
G7.B1.S1.MA1 M416393	Track the number of students with no unexcused absences	Norman-Tadlock, Carrie	8/10/2017	List of students who participated	5/25/2018 monthly
G7.B1.S1.MA1 M416394	Students with no unexcused absences will be allowed to participate in Raider Rewards day	Norman-Tadlock, Carrie	8/10/2017	List of students who participated	5/25/2018 quarterly










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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 A382696	Create a plan to list positive incentives for students who have good attendance	Norman-Tadlock, Carrie	8/10/2017	List of positive incentives	5/25/2018 monthly
G1.B1.S2.MA1 M416333	Monitor students' scores	Borum, Kimberly	8/10/2017	Data from program	5/25/2018 monthly
G1.B1.S2.MA1 M416334	Analysis students scores on Achieve3000	Borum, Kimberly	8/10/2017	Students' Scores	5/25/2018 monthly
G1.B1.S2.A1 A382669	Provide AVID Weekly logins for teachers so that they can find articles that are high interest and...	Holloway, Lacy	8/10/2017	Student scores from questions	5/25/2018 biweekly
G1.B2.S2.MA1 M416341	Graphic Organizers submitted to administration	Norman-Tadlock, Carrie	8/10/2017	Samples of completed student graphic organizers	5/25/2018 biweekly
G1.B2.S2.MA1 M416342	Graphic organizers submitted to administration	Norman-Tadlock, Carrie	8/10/2017	Samples of completed student graphic organizers	5/25/2018 biweekly
G1.B3.S2.MA1 M416345	Documentation of trainings	Norman-Tadlock, Carrie	8/10/2017	Student work	5/25/2018 monthly
G1.B3.S2.MA1 M416346	Documentation of trainings	Norman-Tadlock, Carrie	8/10/2017	Student work	5/25/2018 monthly
G1.B4.S2.MA1 M416349	Documentation of participation in training	Norman-Tadlock, Carrie	8/10/2017	Student work	5/25/2018 every-2-months
G1.B4.S2.MA1 M416350	Documentation of participation in trainings	Norman-Tadlock, Carrie	8/10/2017	Student work	5/25/2018 every-2-months
G1.B5.S2.MA1 M416353	Walk thru data	Norman-Tadlock, Carrie	8/10/2017	Walk thru data	5/25/2018 monthly
G1.B5.S2.MA1 M416354	Documentation of Trainings	Norman-Tadlock, Carrie	8/10/2017	Student work	5/25/2018 quarterly
G3.B1.S2.MA1 M416369	Collection of sample student work	Norman-Tadlock, Carrie	8/10/2017	Student work	5/25/2018 quarterly
G3.B1.S2.MA1 M416370	Classroom walk thru	Norman-Tadlock, Carrie	8/10/2017	Walk thru data	5/25/2018 monthly
G3.B1.S2.A1 A382686	Literacy strategy trainings during PLCs	Norman-Tadlock, Carrie	8/10/2017	Documentation of participants at trainings	5/25/2018 monthly
G7.B1.S2.MA1 M416395	Collect data on student attendance to see if mentoring helped.	Rocker, Rodney	8/10/2017	Attendance reports	5/25/2018 monthly
G7.B1.S2.MA1 M416396	Grade tracker sheets completed by students	Norman-Tadlock, Carrie	8/10/2017	Grade tracker sheets	5/25/2018 monthly
G7.B1.S2.A1 A382697	Implement a one to one mentoring program for all students.	Norman-Tadlock, Carrie	8/10/2017	Every student having a mentor.	5/25/2018 daily
G3.B1.S3.A1 A382687	Increased community involvement partnering with CEMEX	Keeler, Emily	8/10/2017	Documentation of meetings/field trips	5/25/2018 monthly
G6.B1.S3.MA1 M416388	Analyze the college ready scores of the AVID students.	Holloway, Lacy	8/10/2017	Results of college ready assessments	5/25/2018 semiannually
G6.B1.S3.MA1 M416389	AVID site team meetings	Holloway, Lacy	8/10/2017	Agenda from meetings	5/25/2018 monthly
G6.B1.S3.A1 A382694	AVID classes will be offered at all four grade levels	Holloway, Lacy	8/10/2017	AVID courses offered to all four grade levels in the master schedule	5/25/2018 daily
G1.B1.S4.MA1 M416337	Collection of grade trackers	Norman-Tadlock, Carrie	9/15/2017	Grade tracker reports	5/25/2018 monthly

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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
G1.B1.S4.MA1 M416338	Students will complete grade trackers	Norman-Tadlock, Carrie	9/5/2017	Grade trackers	5/25/2018 monthly
G2.MA1 M416366	Formative Assessment Data, EOC data	Breen, Charlie	8/10/2017	Formative Assessment Data, EOC data	5/30/2018 monthly
G2.B1.S1.MA1 M416358	Results of Formative Assessments	Breen, Charlie	8/10/2017	Data from assessments	5/30/2018 monthly
G2.B1.S1.MA1 M416359	PLCs where AVID strategies are discussed	Norman-Tadlock, Carrie	8/10/2017	Lesson plans and classroom walk throughs	5/30/2018 biweekly
G2.B1.S1.A1 A382681	AVID strategies will be implemented in lessons.	Breen, Charlie	8/10/2017	Lesson Plans	5/30/2018 daily
G2.B2.S1.MA1 M416360	Analyzing the results from formative assessments	Breen, Charlie	8/10/2017	Formative Assessments Data	5/30/2018 monthly
G2.B2.S1.MA1 M416361	Monitoring of lesson plans and classroom walk throughs	Norman-Tadlock, Carrie	8/10/2017	Lesson Plans and Data from classroom walk throughs	5/30/2018 biweekly
G2.B2.S1.A1 A382682	Teachers will continue to use LFS Strategies	Norman-Tadlock, Carrie	8/10/2017	Lesson plans and classroom walk throughs	5/30/2018 daily
G2.B3.S1.MA1 M416362	Analyze the results from Formative Assessments	Breen, Charlie	8/10/2017	Data from Formative Assessments	5/30/2018 monthly
G2.B3.S1.MA1 M416363	Review of lesson plans and classroom walk throughs	Norman-Tadlock, Carrie	8/10/2017	Lesson Plans and data from walk throughs	5/30/2018 biweekly
G2.B3.S1.A1 A382683	Monitoring of lesson plans to ensure they include technology	Breen, Charlie	8/10/2017	Lesson plans	5/30/2018 monthly
G2.B5.S1.MA1 M416364	Use of My 10 Year Plan, and teachers mentor during Raider Time	Norman-Tadlock, Carrie	8/10/2017	Data from My 10 Year Plan. Data from Raider Time.	5/30/2018 monthly
G2.B5.S1.MA1 M416365	Monitoring use of My 10 Year Plan, and mentoring program.	Norman-Tadlock, Carrie	8/10/2017	Data from My 10 Year Plan, and mentoring program.	5/30/2018 monthly
G2.B5.S1.A1 A382684	My 10 Year Plan through the Freshmen Transition Course and Mentoring program through Raider Time.	Norman-Tadlock, Carrie	8/10/2017	Data from My 10 Year Plan	5/30/2018 monthly
G3.MA1 M416373	Collect data from formative assessments and state ap assessments	Keeler, Emily	8/10/2017	Data from formative assessments and state assessments	5/31/2018 every-6-weeks
G4.MA1 M416376	Results of tests and EOC will be discussed during PLCs	Stewart, Danielle	8/10/2017	Results of tests and EOC	5/31/2018 monthly
G1.B3.S1.A1 A382674	CRTs will train their departments on how to complete the AVID writing in the margins process	Norman-Tadlock, Carrie	8/9/2017	Plans presented to PLCs	5/31/2018 monthly
G1.B6.S1.A1 A382680	Use Raider Prep to teach the steps of essay writing	Holloway, Lacy	8/9/2017	Completed Schedule/Curriculum of 5 paragraph essay	5/31/2018 monthly
G3.B1.S1.MA1 M416367	Analyze data from formative assessments and state assessments during PLCs	Keeler, Emily	8/10/2017	Data from formative assessments and state assessments	5/31/2018 monthly
G3.B1.S1.MA1 M416368	Collect data from Edmentum	Keeler, Emily	8/10/2017	Data from Edmentum from initial test and midyear test	5/31/2018 monthly
G3.B1.S1.A1 A382685	Incorporate Edmentum and Science News Weekly in the Science curriculum	Keeler, Emily	8/10/2017	Lesson Plans and Web based data	5/31/2018 daily
G1.B2.S2.A1 A382673	CRTs will provide their departments with graphic organizers	Norman-Tadlock, Carrie	8/9/2017	Teachers will post evidence of graphic organizer usage in the cafeteria	5/31/2018 monthly

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G1.B3.S2.A1  A382675	CRTs will train the staff on how to complete AVID saying and doing	Holloway, Lacy	8/9/2017	Student work	5/31/2018 one-time
G1.B4.S2.A1  A382677	Train the reading teachers on how to use CLOZE in their classrooms	Borum, Kimberly	8/9/2017	Test scores	5/31/2018 monthly
G1.B5.S2.A1  A382679	Train teachers on marking the question	Borum, Kimberly	8/9/2017	Test scores	5/31/2018 quarterly
G3.B1.S3.MA1  M416371	Continued partnership with CEMEX to complete mine project in APES	Keeler, Emily	8/10/2017	Evidence will be collected through APES.	5/31/2018 one-time
G3.B1.S3.MA1  M416372	Monitored through APES	Keeler, Emily	8/10/2017	This action step will be monitored through the APES class on campus.	5/31/2018 one-time
G1.B1.S4.A1  A382671	Students select Raider Time Mentor and meet with them every Tuesday, Thursday, and Friday.	Norman-Tadlock, Carrie	9/5/2017	Student surveys, test scores	5/31/2018 weekly
G5.B3.S1.MA1  M416384	Verify attendance of professional development workshops	Norman-Tadlock, Carrie	7/1/2017	Agenda from professional development workshop	6/30/2018 semiannually
G5.B3.S1.A1  A382692	Have AP teachers attend professional development in AP training	Norman-Tadlock, Carrie	7/1/2017	Verification of attendance at professional development	6/30/2018 semiannually
G5.MA1  M416385	Collect data results of AP exams	Lawrence, Kelly	7/6/2018	Results from AP exams	7/6/2018 annually

V. Professional Development Opportunities

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

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

G1.B1 Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials.

G1.B1.S2 AVID critical reading skills being implemented and are taught using "AVID Weekly" articles (current event articles.) These articles are written at a high lexile level and include higher-order thinking questions.

PD Opportunity 1

Provide AVID Weekly logins for teachers so that they can find articles that are high interest and subject specific.

Facilitator

AVID Coordinator

Participants

All teachers

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

G1.B1.S3 Book project based on a book chosen by the student

PD Opportunity 1

Use PLC time to share this strategy with ELA teachers

Facilitator

Kimberly Borum

Participants

ELA teachers

Schedule

G1.B3 Lack of interest in and comprehension of non-fiction as well as practice on extended non-fiction passages.

G1.B3.S1 AVID writing in the margins (6 steps)

PD Opportunity 1

CRTs will train their departments on how to complete the AVID writing in the margins process

Facilitator

Kimberly Borum

Participants

Staff

Schedule

Monthly, from 8/9/2017 to 5/31/2018

G1.B3.S2 AVID Saying and Doing strategy

PD Opportunity 1

CRTs will train the staff on how to complete AVID saying and doing

Facilitator

Lacy Holloway

Participants

Staff

Schedule

On 5/31/2018

G1.B4 Students have insufficient fluency in reading.

G1.B4.S2 Students participate in oral CLOZE reading activities both in whole group and flexible group settings 2 times per week.

PD Opportunity 1

Train the reading teachers on how to use CLOZE in their classrooms

Facilitator

Kimberly Borum

Participants

Reading/ELA teachers

Schedule

Monthly, from 8/9/2017 to 5/31/2018

G1.B5 Students struggle to identify question types and which reading strategy is appropriate for answering the question

G1.B5.S1 Use "marking the text" to help students understand what they are reading.

PD Opportunity 1

Teachers will be trained on Marking the Text

Facilitator

Lacy Holloway

Participants

All classroom teachers

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

G1.B5.S2 Marking the question in order to identify what type of question it is and what it is asking

PD Opportunity 1

Train teachers on marking the question

Facilitator

Kimberly Borum

Participants

All classroom teachers

Schedule

Quarterly, from 8/9/2017 to 5/31/2018

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

G2.B1 Students have difficulty mastering mathematical concepts because they lack foundational math skills

G2.B1.S1 Teachers will use AVID strategies such as graphic organizers, marking the text, and cornell notes to help students understand and master math concepts. To enhance student understanding of mathematical standards, they will be exposed to MathNation, IXL, and Khan academy.

PD Opportunity 1

AVID strategies will be implemented in lessons.

Facilitator

AVID Coordinator

Participants

Math Teachers

Schedule

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

G2.B2 New Common Core Standards

G2.B2.S1 Use of LFS Strategies in classrooms

PD Opportunity 1

Teachers will continue to use LFS Strategies

Facilitator

District Staff

Participants

Math Teachers

Schedule

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

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

G3.B1 Students have difficulty with content area reading comprehension

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

PD Opportunity 1

Incorporate Edmentum and Science News Weekly in the Science curriculum

Facilitator

Science Department Chair & Science Department Curriculum Resource Teacher

Participants

Science Teachers

Schedule

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

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

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

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

PD Opportunity 1

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

Facilitator

Social Studies Department Chair

Participants

Social Studies Teachers

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

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

G5.B3 Teachers' inexperience in teaching AP courses

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

PD Opportunity 1

Have AP teachers attend professional development in AP training

Facilitator

College Board and FL Partnership

Participants

AP teachers

Schedule

Semiannually, from 7/1/2017 to 6/30/2018

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	Make IXL and CommonLit available to the staff				\$0.00
2	G1.B1.S2.A1	Provide AVID Weekly logins for teachers so that they can find articles that are high interest and subject specific.				\$0.00
3	G1.B1.S3.A1	Use PLC time to share this strategy with ELA teachers				\$0.00
4	G1.B1.S4.A1	Students select Raider Time Mentor and meet with them every Tuesday, Thursday, and Friday.				\$0.00
5	G1.B2.S1.A1	Ensure activities are included in lesson plans				\$0.00
6	G1.B2.S2.A1	CRTs will provide their departments with graphic organizers				\$0.00
7	G1.B3.S1.A1	CRTs will train their departments on how to complete the AVID writing in the margins process				\$0.00
8	G1.B3.S2.A1	CRTs will train the staff on how to complete AVID saying and doing				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0171 - South Sumter High School			\$6,000.00
			Notes: AVID SI training for all CRTs			
9	G1.B4.S1.A1	Provide students with 20 minutes of sustained reading time at least 2-3 times per week				\$0.00
10	G1.B4.S2.A1	Train the reading teachers on how to use CLOZE in their classrooms				\$0.00
11	G1.B5.S1.A1	Teachers will be trained on Marking the Text				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0171 - South Sumter High School			\$1,000.00
			Notes: Notes			
12	G1.B5.S2.A1	Train teachers on marking the question				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0171 - South Sumter High School			\$1,000.00
			Notes: Notes			
13	G1.B6.S1.A1	Use Raider Prep to teach the steps of essay writing				\$0.00
14	G2.B1.S1.A1	AVID strategies will be implemented in lessons.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0171 - South Sumter High School			\$0.00
			<i>Notes: AVID SI Training</i>			
15	G2.B2.S1.A1	Teachers will continue to use LFS Strategies				\$0.00
16	G2.B3.S1.A1	Monitoring of lesson plans to ensure they include technology				\$0.00
17	G2.B5.S1.A1	My 10 Year Plan through the Freshmen Transition Course and Mentoring program through Raider Time.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0171 - South Sumter High School			\$1,000.00
			<i>Notes: Notes</i>			
18	G3.B1.S1.A1	Incorporate Edmentum and Science News Weekly in the Science curriculum				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0171 - South Sumter High School	School Improvement Funds		\$0.00
			<i>Notes: To improve student performance in scienc</i>			
19	G3.B1.S2.A1	Literacy strategy trainings during PLCs				\$0.00
20	G3.B1.S3.A1	Increased community involvement partnering with CEMEX				\$0.00
21	G4.B1.S1.A1	Use questions from previously released EOCs to create assessments that have a high complexity.				\$0.00
22	G5.B1.S1.A1	Pair select AP courses with AVID classes				\$0.00
23	G5.B1.S2.A1	Host a parent/student AP night. Send out information through various means informing students and parents of AP night				\$0.00
24	G5.B2.S1.A1	Provide students with the resources they need to be succesfull in AP courses.				\$0.00
25	G5.B3.S1.A1	Have AP teachers attend professional development in AP training				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0171 - South Sumter High School	Other		\$3,000.00
			<i>Notes: To improve instruction in AP courses</i>			
26	G6.B1.S1.A1	Provide college readiness skills at the high school level				\$0.00
27	G6.B1.S3.A1	AVID classes will be offered at all four grade levels				\$0.00
28	G6.B2.S1.A1	Promote advantages of holding a certification and help students understand their career options				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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South Sumter High School

			0171 - South Sumter High School	Title II		\$600.00
			Notes: To promote industry certifications that are available to students			
29	G7.B1.S1.A1	Create a plan to list positive incentives for students who have good attendance				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0171 - South Sumter High School	School Improvement Funds		\$250.00
			Notes: To improve student attendance			
30	G7.B1.S2.A1	Implement a one to one mentoring program for all students.				\$0.00
Total:						\$12,850.00