South Sumter Middle School

2018-19 Schoolwide Improvement Plan

South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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.

2018-19 DA Category and Statuses for South Sumter Middle 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.

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

b. Provide the school's vision statement.

Inspiring all students to persevere and achieve lifelong success.

2. School Environment

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

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

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

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

Students in all grades receive a mentor through the "Mentor and Mentee" program that will follow them throughout their time at SSMS. This mentor can serve as a liaison between student and administration should problems occur. Additionally, students participate in the Kindness Challenge during "Mentor and Mentee" time and throughout the school year which encourages students to be inclusive and make a difference wherever and whenever they can do so.

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

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

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

Raider Store is open every other Friday during all student lunches.

Additionally, students receive 5 Red and Black Bucks at the end of each week for perfect attendance at school that week. At the end of each month, those students with perfect attendance will receive 2 free slushy passes. At the end of each nine weeks, those students with perfect attendance will receive a T-shirt pass. At the end of the school year, students with perfect attendance will be invited to the end of the year awards ceremony to receive a "Perfect Attendance" award.

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

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

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

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

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

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused.
Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor the student's progress throughout the year.
Students receive a referral into the RTI (MTSS) program after they receive their second Level 3 disciplinary infraction. Behavioral Intervention Plans are created for students with continual discipline issues. Approximately every five weeks a team meets to discuss the students actions and update the behavioral plan.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	136	110	109	0	0	0	0	355
One or more suspensions	0	0	0	0	0	0	30	82	66	0	0	0	0	178
Course failure in ELA or Math	0	0	0	0	0	0	65	85	100	0	0	0	0	250
Level 1 on statewide assessment	0	0	0	0	0	0	61	60	77	0	0	0	0	198

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	78	94	102	0	0	0	0	274

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

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused. The attendance target group is closely monitored and Attendance Child Study Team Meetings are held with the student, parent, administrator, and representative from Youth and Family Alternatives. Strategies are put into place to ensure the student is attending school on a regular basis.

Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor their progress throughout the year. Students are pulled out of their elective class once a week to receive additional help in the classes they are struggling in. Students also receive targeted instruction based on their individual needs during the school's 6th period academic intervention period.

Students receive a referral into the RTI (MTSS) program after they receive their second Level 3 disciplinary infraction.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/629673.

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

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

b. Duties

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

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

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

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Joel Camp	Principal
April Carneglia	Education Support Employee
Misty Durham	Parent
Roy Mitchell	Business/Community
Desa-Rae Shirley	Teacher
Maryann Gajos	Teacher
Sarah Doyle	Teacher
Stephany Dunn	Parent
Ricky Velazquez	Teacher
Cindy Simmons	Teacher
Cortny Worrell	Teacher
Laura Rumer	Parent
Jillian Davis	Parent
Monica Gonzalez	Parent
Allan Hisey	Education Support Employee
Brie Ishee	Teacher
Beverly Jeffries	Parent
Corey Lowery	Teacher
Kelly Meeler	Parent
Nydia Mercado	Parent
Tashenia Owens	Parent
Wendy Parrish	Parent
Nicole Wade	Parent
Jennifer Wyatt	Education Support Employee
Amanda Woythaler	Education Support Employee
Briana Wine	Teacher

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

School based focus is discussed with the School Advisory Committee and issues, concerns and revisions are discussed. Most budgeting occurs at the district level. If School Improvement funds become available, it is anticipated that these funds will be used towards Positive Behavior awards for students, classroom technology, and other student learning and school safety needs.

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

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Grant, Gaylyn	Instructional Coach
Shirley, Desa-Rae	Teacher, K-12
Tyson, Kimberly	Instructional Media
Wyatt, Jennifer	Assistant Principal
Morrison, Stacy	Teacher, K-12
Camp, Joel	Principal
Paulynice, Shelly	Teacher, K-12
Woythaler, Amanda	Other
Frazier, Desiree	Teacher, K-12
Strickland, Deanna	Teacher, K-12
Hisey, Allan	Assistant Principal

b. Duties

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

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

electronically based training in differentiating student instruction, and the application of flexible grouping in the ELA classroom.

D. Public and Collaborative Teaching

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

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

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

Two Teacher Learning Communities (TLC) have been formed to concentrate on embedding Formative Assessments into lessons.

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

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

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

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

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

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

Throughout the year, new teachers meet with administration to discuss evaluations, best practices, and classroom management.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

* to guide and /or adjust the teachers instruction and planning based on the student's mastery of the standard/skill (3 times a year)
* to monitor what the students knows about the content to assist the teachers with instruction and planning, and lastly (iReady and EOY)
* to form groups to differentiate instruction within the centers for flexible grouping. (Every 4 and ½ weeks).

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

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

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

Strategy: After School Program

Minutes added to school year: 3,690

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Camp, Joel, joel.camp@sumter.k12.fl.us

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

Teachers will implement pre and mid year tests using iReady for ELA and Math.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

b. College and Career Readiness

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

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

Additionally, SSMS is a National Demonstration School Schoolwide Site of Distinction for AVID and students receive college and career awareness through the AVID elective. The AVID program accelerates student learning by teaching students college readiness skills. Students learn information about future courses and colleges that are suited to their interests.

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

SSMS offers a variety of career and technical education programs. Health Occupations, Agriculture Science, Business, and Career Clusters are available to students. Agricultural Sciences offers a certification program available to 8th grade students. Through Business, students can obtain a Multimedia Essentials certification in 7th grade and a Database Essentials certification in 8th grade.

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

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

G2. SSMS students will improve the ELA school grading component from 55% in 2017-2018 to 65% in 2018-2019.

G3. SSMS students will improve the mathematics school grading component from 59% in 2017-2018 to 65% in 2018-2019.

G4. SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 62% in 2017-2018 to 67% in 2018-2019.

G5. Students will show an increase in student achievement on the Civics EOC from 71% in 2017-2018 to 80% in 2018-2019.

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

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

G8. Parent involvement will show an increase.

Strategic Goals Detail

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

G1. School-wide digital literacy and technology integration will increase student learning outcomes through enhanced instruction. `1a`

🔑 G101001

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	62.0

Targeted Barriers to Achieving the Goal `3`

- Implementation of new technology in the classroom

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

- School site technology coordinator

- District level instructional technology coach

- Professional development for implementation of Microsoft 365

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Joel Camp

Schedule
Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Calendar Invites, Sign-in Rosters, Emails

G2. SSMS students will improve the ELA school grading component from 55% in 2017-2018 to 65% in 2018-2019. 1a

🔑 G101002

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Tier 3 bottom quartile students need targeted instructional strategies in small group settings.

- Higher performing students need higher complexity in text and assignments in order to increase learning gains.

- Some students need additional time to master the FSA Writing rubric and Language Arts Florida Standards.

- Educators will make consistent use of data to improve instruction.

- Instructors will ensure that all access points are taught.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID strategies

- Intensive reading classes

- The reading coach will provide resources and guidance to help teachers focus on specific skills

- SRA data, NAEP data, STAR data, FSA, iReady

- Core Connections

- Curriculum Maps & Timelines

- Writing rubrics will be discussed with students and reviewed after each formative assessment

- The ELA department will meet to participate in data chats

- Achieve 3000, formative assessments, iReady

- ELA teachers will collaborate with other content area teachers to share writing rubric and assist in "writing to learn" across curriculum

- Unique learning systems

- SRA Reading Mastery

Plan to Monitor Progress Toward G2. 8

Timelines and access point guidelines will direct teacher instruction

> **Person Responsible**
> Joel Camp
>
> **Schedule**
> Daily, from 8/13/2018 to 5/30/2019
>
> ***Evidence of Completion***
> Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA

G3. SSMS students will improve the mathematics school grading component from 59% in 2017-2018 to 65% in 2018-2019. 1a

🔑 G101003

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
Math Gains	65.0
Math Lowest 25% Gains	58.0
Algebra I EOC Pass Rate	93.0
Geometry EOC Pass Rate	100.0
FSAA Mathematics Achievement	100.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Maps

- Professional Learning Communities plan and collaborate with other teachers to develop lesson plans that address student weaknesses.

- Performance Matters and other formative assessments help teachers to determine areas to target.

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

- Targeted 6th periods using text mapping skills for non-fiction articles.

- AVID strategies are used school-wide.

G4. SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 62% in 2017-2018 to 67% in 2018-2019. `1a`

🔍 G101004

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0
FSAA Science Achievement	55.0

Targeted Barriers to Achieving the Goal `3`

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

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

- Students have difficulty understanding content area vocabulary.

- Students have limited experience with science in real world setting.

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

- Curriculum maps

- Professional learning communities will plan and collaborate with other teachers to develop lesson plans that address student background knowledge weakness throughout a lesson.

- Sumter Environmental Educational Center

- Study Island

- District PLC

- Formative Assessments

- Pearson Realize

- IXL

- AVID strategies

Plan to Monitor Progress Toward G4. `8`

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

G5. Students will show an increase in student achievement on the Civics EOC from 71% in 2017-2018 to 80% in 2018-2019. 1a

🔑 G101005

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- Connecting civics concepts with other subject areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DBQ Projects, Achieve 3000, 6th and 7th grade online text, Khan Academy

- Florida Standards and Curriculum Map

- AVID strategies

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

🔑 G101006

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	700.0

Targeted Barriers to Achieving the Goal 3

- Differences in cultural expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G6. 8

Early warning communication so parents are aware of school expectations.

Person Responsible
Joel Camp

Schedule
Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion
Parent calls, parent notes, lunch detention, and short conduct forms

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

🔑 G101007

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal `3`

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

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

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

Plan to Monitor Progress Toward G7. `8`

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

🔑 G101008

Targets Supported `1b`

Indicator	Annual Target
District Parent Survey	5.0

Targeted Barriers to Achieving the Goal `3`

- Working parents

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

- Providing evening events to provide opportunities for more parents to become involved.

Plan to Monitor Progress Toward G8. `8`

Evening events will be offered on campus to allow opportunities for parents to attend.

Person Responsible

Joel Camp

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Title I Sign In Sheets

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. School-wide digital literacy and technology integration will increase student learning outcomes through enhanced instruction. `1`

🔑 G101001

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

🔑 B272304

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

🔑 S288333

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Calendar invites, Sign-in Rosters, Emails

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

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Calendar invites, Sign-in Rosters, Emails

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

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Calendar invites, Sign-in rosters, Emails

G1.B1.S2 An on site technology specialist can assist teachers and students. 4

🔑 S288334

Strategy Rationale

Daily, teachers can utilize the school technology specialist to enhance technology in the classroom.

Action Step 1 5

Teachers will utilize the technology specialist to assist with immediate technological needs.

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

IT assistance calendar

G2. SSMS students will improve the ELA school grading component from 55% in 2017-2018 to 65% in 2018-2019. [1]

🔍 G101002

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

🔍 B272305

G2.B1.S1 Tier 3 students require small group setting and benefit from targeted instructional strategies. [4]

🔍 S288335

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance Records, Student Work Samples

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

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance Records, Student Work Samples, I- Ready

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

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance Records, Student Work Samples

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

🔑 B272306

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

🔑 S288336

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

🔍 B272307

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

🔍 S288337

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

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

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Department Meeting Minutes, Student Samples, FSA

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

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

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

🔑 B272308

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

🔑 S288338

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Formative assessments, purposeful flexible grouping

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

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Formative assessments, purposeful flexible grouping

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

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Formative assessments, purposeful flexible grouping

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

🔑 B272309

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

🔑 S288339

Strategy Rationale

Working with timelines and access point guidelines

Action Step 1 5

Timelines and access point guidelines will direct teacher instruction.

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA

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

Timelines and access point guidelines will direct teacher instruction

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA

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

Timelines and access point guidelines will direct teacher instruction

Person Responsible

Joel Camp

Schedule

Daily, from 8/29/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA

G3. SSMS students will improve the mathematics school grading component from 59% in 2017-2018 to 65% in 2018-2019. `1`

🔑 G101003

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

🔑 B272310

G3.B1.S1 The school will provide selected students with additional instructional time on Khan Academy and IXL. `4`

🔑 S288340

Strategy Rationale

Students need additional time to ensure mastery of math standards.

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lab Schedule and Rosters

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

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

Person Responsible

Joel Camp

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lab Schedule and Rosters

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

🔑 S288341

Strategy Rationale

Students need additional time to ensure mastery of math standards.

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

6th Period Lesson Plans and Rosters

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

6th Period Lesson Plans and Rosters

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

6th Period Lesson Plans and Rosters

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

🔑 S288342

Strategy Rationale

Students need additional time to ensure mastery of math standards.

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

List of invitees and their levels.

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

List of invitees, their levels, and teacher lesson plans

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

List of invitees, their levels, and teacher lesson plans

G4. SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 62% in 2017-2018 to 67% in 2018-2019. [1]

🔑 G101004

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

🔑 B272311

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

🔑 S288343

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 8/31/2019

Evidence of Completion

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

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/29/2018 to 5/31/2019

Evidence of Completion

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

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

🔑 B272312

G4.B2.S1 Science teachers will increase hands-on, guided inquiry lessons, incorporating writing and AVID strategies and collaboration through the use of Pearson Realize. `4`

🔑 S288344

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

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

Continuous analysis of data to determine the need for inquiry lessons through the use of hands on inquiry labs and Pearson Realize.

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

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

Continuous analysis of data to determine the need for inquiry lessons through the use of hands on inquiry labs and Pearson Realize.

Person Responsible

Joel Camp

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

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

🔑 S288345

Strategy Rationale

Completion of science project using the scientific method.

Action Step 1 5

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

Person Responsible

Joel Camp

Schedule

On 11/27/2018

Evidence of Completion

Teacher Lesson Plans, Student Projects

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

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

Person Responsible

Joel Camp

Schedule

On 11/27/2019

Evidence of Completion

Teacher Lesson Plans, Student Projects

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

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

Person Responsible

Joel Camp

Schedule

On 11/27/2018

Evidence of Completion

Teacher Lesson Plans, Student Projects

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

🔑 B272313

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

🔑 S288346

Strategy Rationale

Incorporate reading strategies and specific vocabulary strategies into lessons.

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/29/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Walk throughs

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/29/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Walk throughs

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/29/2018 to 5/31/2019

Evidence of Completion

Evidence: Teacher Lesson Plans, Walk throughs

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

🔑 B272314

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

🔑 S288347

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Joel Camp

Schedule

Quarterly, from 8/29/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2018 FCAT Science Scores, Classroom Projects, Solar Car Race.

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

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

Person Responsible

Joel Camp

Schedule

Quarterly, from 8/29/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2018 FCAT Science Scores, Classroom Projects, Solar Car Race.

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

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

Person Responsible

Joel Camp

Schedule

Quarterly, from 8/29/2018 to 5/31/2019

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2018 FCAT Science Scores, Classroom Projects, Solar Car Race.

G5. Students will show an increase in student achievement on the Civics EOC from 71% in 2017-2018 to 80% in 2018-2019. `1`

🔑 G101005

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

🔑 B272315

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

🔑 S288348

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/29/2018 to 5/31/2019

Evidence of Completion

Lesson plans, student work samples, formative assessments, EOC

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

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/29/2018 to 5/31/2019

Evidence of Completion

Lesson plans, student work samples, formative assessments, EOC

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

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

Person Responsible

Joel Camp

Schedule

Monthly, from 8/29/2018 to 5/31/2019

Evidence of Completion

Lesson plans, student work samples, formative assessments, EOC

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

🔑 G101006

G6.B1 Differences in cultural expectations [2]

🔑 B272316

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

🔑 S288349

Strategy Rationale

Parents will receive communication from the school in a variety of ways, such as short form, phone calls, and conferences, prior to the student receiving a long conduct.

Action Step 1 [5]

Early warning communication so parents are aware of school expectations.

Person Responsible

Joel Camp

Schedule

Daily, from 8/29/2018 to 5/31/2019

Evidence of Completion

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

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

Early warning communication so parents are aware of school expectations.

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

Early warning communication so parents are aware of school expectations.

> ### Person Responsible
>
> Joel Camp
>
> ### Schedule
>
> Daily, from 8/29/2018 to 5/31/2019
>
> ### *Evidence of Completion*
>
> Parent calls, parent notes, lunch detention, and short conduct forms

G7. Students will show a decrease in the number of absences from school. `1`
🔑 G101007

> **G7.B1** Parents do not understand the importance of the student's attendance and the effect it has on the student's instructional time that is missed. `2`
> 🔑 B272317

>> **G7.B1.S1** Students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored. `4`
>> 🔑 S288350

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

>> **Action Step 1** `5`

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

>>> ### Person Responsible
>>>
>>> Joel Camp
>>>
>>> ### Schedule
>>>
>>> Daily, from 8/29/2018 to 5/31/2019
>>>
>>> ### *Evidence of Completion*
>>>
>>> Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives, attendance contracts

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Joel Camp

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

G8. Parent involvement will show an increase. 1

🔑 G101008

G8.B1 Working parents 2

🔑 B272318

G8.B1.S1 The school will provide evening events to ensure working parents are able to attend. 4

🔑 S288351

Strategy Rationale

Evening events will allow a time schedule more conducive to working parents.

Action Step 1 5

Evening events will be offered on campus to allow opportunities for parents to attend.

Person Responsible

Joel Camp

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Title I Sign In Sheets

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

Evening events will be offered on campus to allow opportunities for parents to attend.

Person Responsible

Joel Camp

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Title I Sign In Sheets

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

Evening events will be offered on campus to allow opportunities for parents to attend.

Person Responsible

Joel Camp

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Title I Sign In Sheets

V. Professional Development Opportunities

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

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

G1.B1 Implementation of new technology in the classroom

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

PD Opportunity 1

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

Facilitator

Chris McKinney

Participants

SSMS staff

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G2. SSMS students will improve the ELA school grading component from 55% in 2017-2018 to 65% in 2018-2019.

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

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

PD Opportunity 1

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

Facilitator

Department Head

Participants

All ELA Department Members

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G4. SSMS Students will show an increase in student achievement on the FCAT science 2.0 assessment from 62% in 2017-2018 to 67% in 2018-2019.

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

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

PD Opportunity 1

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

Facilitator

Science Department Head

Participants

All Science Department Members

Schedule

Daily, from 8/13/2018 to 8/31/2019

G5. Students will show an increase in student achievement on the Civics EOC from 71% in 2017-2018 to 80% in 2018-2019.

G5.B1 Connecting civics concepts with other subject areas.

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

PD Opportunity 1

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

Facilitator

ELA Department Head and Social Studies Department Head

Participants

All ELA and Social Studies Department Members

Schedule

Monthly, from 8/29/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The district technology specialist/coach will be made available for school staff to make individual appointments with.	$0.00
2	G1.B1.S2.A1	Teachers will utilize the technology specialist to assist with immediate technological needs.	$0.00
3	G2.B1.S1.A1	Utilizing targeted, instructional strategies in a small group setting will provide additional support for curriculum mastery for Tier 3 students.	$0.00
4	G2.B2.S1.A1	Increasing rigor and providing additional texts and utilizing AVID strategies will create greater challenge for students in addition to the Springboard curriculum.	$0.00
5	G2.B3.S1.A1	Through unpacking the standards, sharing the writing rubric, utilizing AVID strategies, and collaborating with various content teachers, students will increase achievement.	$0.00
6	G2.B4.S1.A1	Data from FSA, iReady, Achieve 3000 and AR testing will be used for the formation of flexible grouping.	$0.00
7	G2.B5.S1.A1	Timelines and access point guidelines will direct teacher instruction.	$0.00
8	G3.B1.S1.A1	Additional time will be provided to students to ensure mastery of math standards.	$0.00
9	G3.B1.S2.A1	Additional time will be provided to students to ensure mastery of math standards.	$0.00
10	G3.B1.S3.A1	Additional time will be provided to students to ensure mastery of math standards.	$0.00
11	G4.B1.S1.A1	Prioritizing the standards to ensure all students receive a viable curriculum through the use of data to ensure all student needs are met.	$0.00
12	G4.B2.S1.A1	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and Think Central.	$0.00
13	G4.B2.S2.A1	Using the scientific method, students will complete a science fair project and in class project.	$0.00
14	G4.B3.S1.A1	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies.	$0.00
15	G4.B4.S1.A1	Students will participate in environmental science activities to increase opportunities to use science in real world settings.	$0.00
16	G5.B1.S1.A1	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	$0.00
17	G6.B1.S1.A1	Early warning communication so parents are aware of school expectations.	$0.00
18	G7.B1.S1.A1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	$0.00
19	G8.B1.S1.A1	Evening events will be offered on campus to allow opportunities for parents to attend.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G4.B2.S2.MA1 🔑 M428131	Using the scientific method, students will complete a science fair project and in class project.	Camp, Joel	9/5/2018	Teacher Lesson Plans, Student Projects	11/27/2018 one-time
G4.B2.S2.A1 🔑 A391155	Using the scientific method, students will complete a science fair project and in class project.	Camp, Joel	9/5/2018	Teacher Lesson Plans, Student Projects	11/27/2018 one-time
G2.MA1 🔑 M428120	Timelines and access point guidelines will direct teacher instruction	Camp, Joel	8/13/2018	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/30/2019 daily
G1.MA1 🔑 M428109	The district technology specialist/coach will be made available for school staff to make individual...	Camp, Joel	8/13/2018	Calendar Invites, Sign-in Rosters, Emails	5/31/2019 monthly
G4.MA1 🔑 M428137	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Camp, Joel	8/13/2018	PLC minutes, department meeting minutes, 2017 FCAT Science scores, and District PLCs	5/31/2019 daily
G6.MA1 🔑 M428142	Early warning communication so parents are aware of school expectations.	Camp, Joel	8/13/2018	Parent calls, parent notes, lunch detention, and short conduct forms	5/31/2019 daily
G7.MA1 🔑 M428145	The students with excessive absences are placed on a targeted attendance list where their...	Camp, Joel	8/13/2018	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives, attendance contracts	5/31/2019 daily
G8.MA1 🔑 M428148	Evening events will be offered on campus to allow opportunities for parents to attend.	Camp, Joel	8/13/2018	Title I Sign In Sheets	5/31/2019 semiannually
G1.B1.S1.MA1 🔑 M428107	The district technology specialist/coach will be made available for school staff to make individual...	Camp, Joel	8/13/2018	Calendar invites, Sign-in rosters, Emails	5/31/2019 monthly
G1.B1.S1.MA1 🔑 M428108	The district technology specialist/coach will be made available for school staff to make individual...	Camp, Joel	8/13/2018	Calendar invites, Sign-in Rosters, Emails	5/31/2019 monthly
G1.B1.S1.A1 🔑 A391143	The district technology specialist/coach will be made available for school staff to make individual...	Camp, Joel	8/13/2018	Calendar invites, Sign-in Rosters, Emails	5/31/2019 monthly
G2.B1.S1.MA1 🔑 M428110	Utilizing targeted, instructional strategies in a small group setting will provide additional...	Camp, Joel	8/13/2018	Attendance Records, Student Work Samples	5/31/2019 weekly
G2.B1.S1.MA1 🔑 M428111	Utilizing targeted, instructional strategies in a small group setting will provide additional...	Camp, Joel	8/13/2018	Attendance Records, Student Work Samples, I- Ready	5/31/2019 weekly
G2.B1.S1.A1 🔑 A391145	Utilizing targeted, instructional strategies in a small group setting will provide additional...	Camp, Joel	8/13/2018	Attendance Records, Student Work Samples	5/31/2019 weekly
G2.B2.S1.MA1 🔑 M428112	Increasing rigor and providing additional texts will create greater challenge for students in...	Camp, Joel	8/13/2018	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/31/2019 daily
G2.B2.S1.MA1 🔑 M428113	Increasing rigor and providing additional texts will create greater challenge for students in...	Camp, Joel	8/13/2018	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/31/2019 daily
G2.B2.S1.A1 🔑 A391146	Increasing rigor and providing additional texts and utilizing AVID strategies will create greater...	Camp, Joel	8/13/2018	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/31/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1 M428114	Through unpacking the standards, sharing the writing rubric, and collaborating with various content...	Camp, Joel	8/13/2018	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/31/2019 weekly
G2.B3.S1.MA1 M428115	Through unpacking the standards, sharing the writing rubric, and collaborating with various content...	Camp, Joel	8/13/2018	Department Meeting Minutes, Student Samples, FSA	5/31/2019 weekly
G2.B3.S1.A1 A391147	Through unpacking the standards, sharing the writing rubric, utilizing AVID strategies, and...	Camp, Joel	8/13/2018	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/31/2019 weekly
G2.B4.S1.MA1 M428116	Data from iReady, Achieve 3000, and AR Testing will be used for the formation of flexible grouping.	Camp, Joel	8/13/2018	Formative assessments, purposeful flexible grouping	5/31/2019 monthly
G2.B4.S1.MA1 M428117	Data from iReady, Achieve 3000, and AR Testing will be used for the formation of flexible grouping.	Camp, Joel	8/13/2018	Formative assessments, purposeful flexible grouping	5/31/2019 monthly
G2.B4.S1.A1 A391148	Data from FSA, iReady, Achieve 3000 and AR testing will be used for the formation of flexible...	Camp, Joel	8/13/2018	Formative assessments, purposeful flexible grouping	5/31/2019 monthly
G2.B5.S1.MA1 M428118	Timelines and access point guidelines will direct teacher instruction	Camp, Joel	8/29/2018	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/31/2019 daily
G2.B5.S1.MA1 M428119	Timelines and access point guidelines will direct teacher instruction	Camp, Joel	8/13/2018	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/31/2019 daily
G2.B5.S1.A1 A391149	Timelines and access point guidelines will direct teacher instruction.	Camp, Joel	8/13/2018	Teacher Lesson Plans, Classroom Assessments, Numerous Trials, FAA	5/31/2019 daily
G3.B1.S1.MA1 M428121	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	Lab Schedule and Rosters	5/31/2019 weekly
G3.B1.S1.MA1 M428122	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	Lab Schedule and Rosters	5/31/2019 weekly
G3.B1.S1.A1 A391150	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	Lab Schedule and Rosters, 6th period groups and IXL and/or Khan Academy data	5/31/2019 weekly
G4.B1.S1.MA1 M428127	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Camp, Joel	8/29/2018	PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs	5/31/2019 daily
G4.B1.S1.MA1 M428128	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Camp, Joel	8/13/2018	PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs	5/31/2019 daily
G4.B2.S1.MA1 M428129	Continuous analysis of data to determine the need for inquiry lessons through the use of hands on...	Camp, Joel	8/13/2018	PLC Minutes and Administrative Conference Minutes	5/31/2019 monthly
G4.B2.S1.MA1 M428130	Continuous analysis of data to determine the need for inquiry lessons through the use of hands on...	Camp, Joel	8/13/2018	PLC Minutes and Administrative Conference Minutes	5/31/2019 monthly
G4.B2.S1.A1 A391154	Continuous analysis of data to determine the need for inquiry lessons through the use of ADI and...	Camp, Joel	8/13/2018	PLC Minutes and Administrative Conference Minutes	5/31/2019 monthly
G4.B3.S1.MA1 M428133	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies.	Camp, Joel	8/29/2018	Evidence: Teacher Lesson Plans, Walk throughs	5/31/2019 daily
G4.B3.S1.MA1 M428134	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies.	Camp, Joel	8/29/2018	Teacher Lesson Plans, Walk throughs	5/31/2019 daily
G4.B3.S1.A1 A391156	Incorporate reading and vocabulary strategies into science lessons by using AVID strategies.	Camp, Joel	8/29/2018	Teacher Lesson Plans, Walk throughs	5/31/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B4.S1.MA1 🔑 M428135	Students will participate in environmental science activities to increase opportunities to use...	Camp, Joel	8/29/2018	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2018 FCAT Science Scores, Classroom Projects, Solar Car Race.	5/31/2019 quarterly
G4.B4.S1.MA1 🔑 M428136	Students will participate in environmental science activities to increase opportunities to use...	Camp, Joel	8/29/2018	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2018 FCAT Science Scores, Classroom Projects, Solar Car Race.	5/31/2019 quarterly
G4.B4.S1.A1 🔑 A391157	Students will participate in environmental science activities to increase opportunities to use...	Camp, Joel	8/29/2018	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2018 FCAT Science Scores, Classroom Projects, Solar Car Race.	5/31/2019 quarterly
G5.B1.S1.MA1 🔑 M428138	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Camp, Joel	8/29/2018	Lesson plans, student work samples, formative assessments, EOC	5/31/2019 monthly
G5.B1.S1.MA1 🔑 M428139	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Camp, Joel	8/29/2018	Lesson plans, student work samples, formative assessments, EOC	5/31/2019 monthly
G5.B1.S1.A1 🔑 A391158	ELA teachers will incorporate civics concepts into their reading and writing curriculum.	Camp, Joel	8/29/2018	Lesson plans, student work samples, formative assessments, EOC	5/31/2019 monthly
G6.B1.S1.MA1 🔑 M428140	Early warning communication so parents are aware of school expectations.	Camp, Joel	8/29/2018	Parent calls, parent notes, lunch detention, and short conduct forms	5/31/2019 daily
G6.B1.S1.MA1 🔑 M428141	Early warning communication so parents are aware of school expectations.	Camp, Joel	8/13/2018	Parent calls, parent notes, lunch detention, and short conduct forms	5/31/2019 daily
G6.B1.S1.A1 🔑 A391159	Early warning communication so parents are aware of school expectations.	Camp, Joel	8/29/2018	Parent calls, parent notes, lunch detention, and short conduct forms	5/31/2019 daily
G7.B1.S1.MA1 🔑 M428143	The students with excessive absences are placed on a targeted attendance list where their...	Camp, Joel	8/13/2018	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives, attendance contracts	5/31/2019 daily
G7.B1.S1.MA1 🔑 M428144	The students with excessive absences are placed on a targeted attendance list where their...	Camp, Joel	8/13/2018	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives, attendance contracts	5/31/2019 daily
G7.B1.S1.A1 🔑 A391160	The students with excessive absences are placed on a targeted attendance list where their...	Camp, Joel	8/29/2018	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives, attendance contracts	5/31/2019 daily
G8.B1.S1.MA1 🔑 M428146	Evening events will be offered on campus to allow opportunities for parents to attend.	Camp, Joel	8/13/2018	Title I Sign In Sheets	5/31/2019 semiannually
G8.B1.S1.MA1 🔑 M428147	Evening events will be offered on campus to allow opportunities for parents to attend.	Camp, Joel	8/13/2018	Title I Sign In Sheets	5/31/2019 semiannually
G8.B1.S1.A1 🔑 A391161	Evening events will be offered on campus to allow opportunities for parents to attend.	Camp, Joel	8/13/2018	Title I Sign In Sheets	5/31/2019 semiannually
G1.B1.S2.A1 🔑 A391144	Teachers will utilize the technology specialist to assist with immediate technological needs.	Camp, Joel	8/13/2018	IT assistance calendar	5/31/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1 🔑 M428123	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	6th Period Lesson Plans and Rosters	5/31/2019 daily
G3.B1.S2.MA1 🔑 M428124	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	6th Period Lesson Plans and Rosters	5/31/2019 daily
G3.B1.S2.A1 🔑 A391151	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	6th Period Lesson Plans and Rosters	5/31/2019 daily
G3.B1.S3.MA1 🔑 M428125	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	List of invitees, their levels, and teacher lesson plans	5/31/2019 daily
G3.B1.S3.MA1 🔑 M428126	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	List of invitees, their levels, and teacher lesson plans	5/31/2019 daily
G3.B1.S3.A1 🔑 A391152	Additional time will be provided to students to ensure mastery of math standards.	Camp, Joel	8/13/2018	List of invitees and their levels.	5/31/2019 daily
G4.B1.S1.A1 🔑 A391153	Prioritizing the standards to ensure all students receive a viable curriculum through the use of...	Camp, Joel	8/13/2018	PLC minutes, department meeting minutes, FCAT Science scores, and District PLCs	8/31/2019 daily
G4.B2.S2.MA1 🔑 M428132	Using the scientific method, students will complete a science fair project and in class project.	Camp, Joel	9/5/2018	Teacher Lesson Plans, Student Projects	11/27/2019 one-time