2013-2014 SCHOOL IMPROVEMENT PLAN

South Seminole Middle School

101 S WINTER PARK DR
Casselberry, FL 32707
407-746-1350
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0201

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	47%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	B	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
South Seminole Middle School

Principal
Dr. Mia Coleman-Baker

School Advisory Council chair
Barbara Coleman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Julie Ciocca	Assistant Principal
Brendan Bess	Assistant Principal
Diane Taylor	Dean
Rafael Fernandez	Dean
Linion Grace	Dean

District-Level Information

District
Seminole

Superintendent
Dr. Walt Griffin

Date of school board approval of SIP
11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Dr. Mia Coleman-Baker - School Principal
Linion Grace - Dean of Students
Barbara Coleman -Parent and Chairperson
Laura Carroll - Parent and Secretary
Andy Brooks - Parent and Treasurer
Danielle Hendry - Teacher
Lizette Gonzalez - Teacher
Edwarnique Lapointe - Parent
Lynne Bell - Parent
Michelle Turner - Parent
Tamika Williams - Parent
Michelle Fitzpatrick - Parent

Albert Green - Parent
Marilyn Leenen - Non - Instructional

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Writing, developing and evaluating the school improvement plan; Review school climate survey to target areas of improvement; Determine how SAC funds are to be allocated to support the needs of the SIP.

Projected use of school improvement funds, including the amount allocated to each project

Mini Grants 10%
Student Incentives---One Book, One School 10% - Literacy
Lowest Quartile ---directly tied---40% Math/Reading
Student Regression---directly tied---40% Math/Reading

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. Mia Coleman-Baker		
Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	B.S. Microbiology; M.A. Mental Health Counseling; Ed.D Educational Leadership Certifications: Principal K-12, Educational Leadership K-12; Guidance and Counseling K-12; Biology 6-12; Middle Grade Science 5-9

Performance Record

Julie Ciocca		
Asst Principal	Years as Administrator: 2	Years at Current School: 4

Credentials	Bachelors in Elementary Ed, IUP Masters in Educational Leadership, USF National Board Certified Teacher - Exceptional Needs Specialist
Performance Record	

Brendan Bess		
Asst Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	Masters in Educational Leadership; Bachelor of Science in Mathematics Certifications: Ed Leadership K-12; Math 6-12, Middle Grades Math 5-9
Performance Record	

Instructional Coaches

of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Alicia Carver		
Full-time / District-based	Years as Coach: 3	Years at Current School: 7
Areas	Reading/Literacy	

Credentials	B.A. in English & Education 21 Credits towards Masters of Arts in Pluralism. 30 years teaching experience, Gifted endorsement
Performance Record	

Erika Shanoff		
Full-time / District-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	

Credentials	B.A.- English, Secondary Education M.A.- School Adminstration
Performance Record	

Karen Gundal		
Full-time / District-based	Years as Coach: 3	Years at Current School: 12

Areas   Mathematics

Credentials   Masters in Math: Science Education
Doctorate in Educational Leadership

Performance Record

Classroom Teachers

# of classroom teachers
79

 # receiving effective rating or higher
77, 97%

 # Highly Qualified Teachers
96%

 # certified in-field
78, 99%

 # ESOL endorsed
17, 22%

 # reading endorsed
14, 18%

 # with advanced degrees
31, 39%

 # National Board Certified
, 0%

 # first-year teachers
14, 18%

 # with 1-5 years of experience
23, 29%

 # with 6-14 years of experience
22, 28%

 # with 15 or more years of experience
20, 25%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out-of-state. Annually our district participates in many university job fairs and minority and veteran job fairs. This year our districts have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follows an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

To implement and coordinate the school's MTSS efforts through professional development, aggressive research and analysis of data to identify students' needs, and data driven intervention to satisfy these needs. The team will meet on a monthly basis to review student data, social issues, new students, to identify student success and students who are at risk. The team will make decisions based on data and

information. Discussion will determine if there is a need for professional development, program implementations, adjustment of schedules, or community service involvement. The team will also analyze, monitor progress and make accommodations as needed based on data. The focus for this year will be to continue building a strong foundation for the MTSS team and to provide MTSS training to new teachers, along with implementing an MTSS Tracking System. The MTSS team works in conjunction with other school teams to provide appropriate interventions, and assistance in selecting strategies based on student needs. The MTSS team also provides guidance, information, and support with data interpretation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

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

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

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

Deans: Coordinates the MTSS process with all stakeholders listed above and is the point person for the MTSS process.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team provided information on Tier 1, 2, and 3 students and goals to be met to staff and school-based administrators. Discussion of new inclusion model helped to set expectations for students and teachers. The Positive Behavior Support system was implemented school wide in order to help all, but especially the students with academic, behavior, and/or emotional needs. With the information from these teams, and the input from the MTSS Leadership Team, the SIP was developed and followed through.

Baseline data: Florida Comprehensive Assessment Test (FCAT), Discovery Education (DE), Benchmark Assessments, Classroom Assessments and tests created in the reading programs at the school (Success Maker)

Midyear: Discovery Education (DE), District Benchmark Assessments, and Classroom assessments
End of Year: Discovery Education (DE), EOC, District Benchmark Assessments, and FCAT Frequency of
Data Days: Twice a month for data analysis.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Before and/or After School Tutorial - data collection to determine effectiveness;
IMPACT-- Leadership Notebook Student Tracking Data
Skyward
EdInsight

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

South Seminole Middle School staff will initially receive an overview training of MTSS provided by the district MTSS team. Further, professional development will be provided during common planning time. Online options will be provided as needed. Professional development needs will be revised and adjusted as needed. For staff members new this year, the district MTSS Team will provide an in service on what MTSS is and how it works within a school.
Describe the plan to support MTSS.
The South Seminole Middle School Leadership Team's plan to support MTSS is listed below:
1. Provide the MTSS a dedicated time and location to meet uninterrupted to discuss student data and Interventions for the students.
2. Provide the vision as well as the goals to the MTSS so that a focus is set for each meeting.
3. Provide the MTSS with the appropriate district, school, and teacher data that will allow the team to make data-driven decisions for each student.
4. Support the decisions made by the MTSS in order to reach each child in the appropriate tiers.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year:

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Academic Intervention Team
Hendry
Lafuente
Ault

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Mia Coleman-Baker	Principal
Julie Ciocca	Reading Administrator
Erika Shanoff	Instructional Coach
Alicia Carver	Instructional Coach
Karen Gundal	Instructional Coach

How the school-based LLT functions

Meet weekly to analyze data, Set goals, Review the strategies' successes.

Major initiatives of the LLT

•Reading Edge 2.0- Reading staff will be trained and implement new Edge program. Coach and SFA will support and monitor progress. Member center will provide monitoring information.
•PLC- Staff participate in weekly PLC meetings and monthly Curriculum PLC meetings. Coaches support PLC learning and growth. PLC notes are sent to administration.
•Close Reading- Staff will be provided with instructional materials and ideas for implementing Close Reading strategies across the curriculum. Coaches will provide modeled lessons and support through implementation of the strategy.
Reciprocal Teaching:
•Instructional Strategies- Staff will participate in monthly professional development to address their greatest areas of need that were identified by the staff. Professional Development will include classroom management, managing the block schedule, cross-curricular training, etc.

•One Book, One School- All students and staff school-wide will utilize Literature time once a week to read a selected novel or informational text and have a meaningful discussion that makes text-to-text, self, and world connections. Lessons will be provided by and progress will be monitored by the Literacy Coach.

•Academic Vocabulary- Tier 2 and 3 Academic Vocabulary Words identified in Edge 2.0 will be provided to all content area teachers on posters or card stock. Suggestions for supporting the use of these content area academic vocabulary words will be supplied to all teachers.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity. One Book, One School

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

South Seminole is a Leadership and Global Connections magnet school. The focus of the magnet program is designed to spark the student's initiative and leadership potential in a global society. The curriculum develops the skills students need to become productive and responsible leaders of the future. Students have the opportunity to explore the language and culture of societies that impact our daily lives. Current technology is utilized to connect with other schools throughout the world to investigate global issues. The structure of our magnet program lends itself to provide our students with real world application and problem solving opportunities, such as:
? Integration of Sean Covey's The 7 Habits of High Effective Teens
? Focus on self leadership, school leadership, and community leadership
? Leadership, global health and anthropology and international corporations electives
? Cultural studies that include exposure to multiple languages through Rosetta Stone
? Connect with teens from all over the globe in Teen Second Life, a 3D Virtual World

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Epep through 8th Grade elective

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	61%	No	72%
American Indian				
Asian	73%	84%	Yes	76%
Black/African American	57%	44%	No	61%
Hispanic	58%	57%	No	63%
White	78%	65%	No	80%
English language learners	33%	23%	No	40%
Students with disabilities	45%	23%	No	51%
Economically disadvantaged	63%	52%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	359	27%	35%
Students scoring at or above Achievement Level 4	288	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	775	63%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	181	57%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	26	54%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	38%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	47%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	201	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	60%	No	72%
American Indian				
Asian	85%	79%	No	87%
Black/African American	49%	44%	No	54%
Hispanic	62%	52%	No	66%
White	75%	67%	No	78%
English language learners	45%	27%	No	51%
Students with disabilities	42%	26%	No	48%
Economically disadvantaged	63%	52%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	390	31%	35%
Students scoring at or above Achievement Level 4	369	29%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	810	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	199	61%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	211	68%	82%
Middle school performance on high school EOC and industry certifications	198	95%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	38%	33%
Students scoring at or above Achievement Level 4	91	56%	61%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		8%
Students scoring at or above Achievement Level 4	41	87%	90%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	27%	30%
Students scoring at or above Achievement Level 4	91	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students	6	60%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	10	1%	1%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	6%	3%
Students who fail a mathematics course	71	6%	3%
Students who fail an English Language Arts course	53	4%	3%
Students who fail two or more courses in any subject	68	5%	2%
Students who receive two or more behavior referrals	180	12%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	111	8%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

South Seminole Middle School has created a Parent Advisory Team (PAT) composed of parents of the students at SSMS. The committee provides input into the development, implementation, and evaluation of all school related plans including but not limited to, the Parent Involvement Policy, the Title 1 application and use of funds. The team was formed by asking parent volunteers to participate.
• Parents are invited and encouraged to become active members of the School Advisory Council (SAC). There is training open to all participants in the school improvement process and parents are invited to provide input in the development of all plans related to school improvement. Minutes are recorded.
• Parents, staff and student surveys will be distributed and the results analyzed to evaluate school needs. Data collected through the year will be shared with the SAC and PAT.
• Parents can provide input on the use of Title 1 money through Quarterly District Parent Advisory Team, Monthly School Improvement Committees and School Advisory Council meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent logged into Skyward Parent Portal at least once during the school year	510	42%	50%
Parent attended Bring Your Parent to School Day	140	11%	25%
Parent attended Student Led Conference Night	350	26%	30%
Parents and students attending Curriculum Night	200	15%	18%

Goals Summary

G1. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Common Core & Next Generation Sunshine State(NGSS) standards in Reading, Writing and Math.

Goals Detail

G1. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Common Core & Next Generation Sunshine State(NGSS) standards in Reading, Writing and Math.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Instructional and Literacy Coaches, Common Planning Time, Professional Development Schedule, NGSS and Common Core Instructional Plans, Marzano teacher protocols, Professional development budget, Continuous instructional feedback model

Targeted Barriers to Achieving the Goal

- Teachers lack a thorough understanding of the Marzano protocol; Lack of time for developing high quality professional development; Limited time to develop their expertise in high yield strategies; Planned/Unplanned interruptions in the classroom; Limited understanding of Common Core Standards

Plan to Monitor Progress Toward the Goal

Classroom observation, interactive focused feedback conferencing with Administrators / Coaches to address instructional trends as observed during the observations; Teacher growth, Teacher reflection logs; Positive trends in student data indicating growth; Implementation of school-wide interventions and interventions for individual students as needed.

Person or Persons Responsible

Administration, Instructional Coaches, Curriculum Leaders, Acedemic Intervention Team, Teachers

Target Dates or Schedule:

Weekly / Ongoing

Evidence of Completion:

Assessment data analysis, Established PLC norms, Peer self-reflections and walk-through data in iObservation, PLC observations, Meeting notes, Feedback data, Adherence to conference timelines, Teacher professional development development logs indicating implementation strategies; Weekly point sheets, Discipline referral tracking, Completion rate of assignments; Progress reports.

Action Plan for Improvement

Problem Solving Key

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

G1. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Common Core & Next Generation Sunshine State(NGSS) standards in Reading, Writing and Math.

G1.B1 Teachers lack a thorough understanding of the Marzano protocol; Lack of time for developing high quality professional development; Limited time to develop their expertise in high yield strategies; Planned/ Unplanned interruptions in the classroom; Limited understanding of Common Core Standards

G1.B1.S1 Design and implement ongoing support for teachers through structured PLCs.

Action Step 1

Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Additional Professional Development topics covered through the year are as follows: The Kid Whisperers: Managing the Block; Carousel of Progress and Differentiated Instruction: Using Data to Drive Instruction.

Person or Persons Responsible

Administration, Instructional Coaches, Curriculum Leaders

Target Dates or Schedule

August 2013 - May 2013

Evidence of Completion

Common Assessment each quarter, agendas, meeting notes, PLC norms, PLC SMART Goals, Weekly Coaches meeting regarding instructional trends

Facilitator:

Instructional Coaches and/or Administrators

Participants:

All Teachers

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

Weekly PLC visits, monitoring of PLC artifacts/evidence, monitoring of lesson plans.

Person or Persons Responsible

Administration, Instructional Coaches, Curriculum Leaders

Target Dates or Schedule

Ongoing via weekly class observation

Evidence of Completion

Common Assessment each quarter, meeting notes, agenda, PLC norms, PLC SMART Goals, Weekly Coaches Meeting regarding instructional trends.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walk-through data, Common Assessment Data, and Progress monitoring data will be collected to monitor collaboration and implementation of strategies discussed in PLCs. Successful implementation will produce seamless transitions in deliver of instruction to students.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

Data will be collected weekly during walk-through observations and instructional planning meetings.

Evidence of Completion

Assessment data analysis, Established PLC norms, Peer self-reflections in iObservation.

G1.B1.S2 Design and implement a collaborative structure to provide focused feedback incorporating conferencing to support rigorous instruction.

Action Step 1

Provide teachers with ongoing feedback via walk-through observation. Face-to-face feedback conferencing four times a year with all teachers; Mentor select teachers through focused feedback with weekly conferencing.

Person or Persons Responsible

Administrators, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback data, Conferencing timeline, Mentoring notes.

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

Administrator walk-through tracking sheets, Formative observation reports. Peer observations.

Person or Persons Responsible

Administrators & Instructional Coaches

Target Dates or Schedule

Weekly / Ongoing

Evidence of Completion

Feedback data, Adherence to conferencing timeline, Mentoring notes

Plan to Monitor Effectiveness of G1.B1.S2

Teacher reflection logs on instructional practices and student interview responses will provide ongoing feedback regarding effectiveness of instructional strategies and its impact on student learning.

Person or Persons Responsible

Administrators, Instructional Coaches, Teachers, Students

Target Dates or Schedule

Weekly / Ongoing

Evidence of Completion

iObservation Feedback, Peer and Self Evaluation, Coaches meeting notes.

G1.B1.S3 Design and implement a process for teachers to analyze multiple data sources to drive instructional decisions to best meet their student needs.

Action Step 1

Provide teachers with Reading and Math progress monitoring data; Conduct school-wide data chats, School-wide training focused on developing goals based on multiple sources of data, such as Reading and Writing in the content area, and Cross Curricular math shifts. Common assessment data will be utilized to plan interventions and enrichment for students.

Person or Persons Responsible

Administrators, Instructional Coaches, Curriculum Leaders, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans that respond to data analysis, Data analysis meetings, Tracking student data, PLC notes

Facilitator:

Administrators and Instructional Coaches, Academic Intervention Specialist

Participants:

All Teachers

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

Weekly administrative lesson plan review, data chat notes, review student data trends.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Weekly / Ongoing

Evidence of Completion

Lesson plans that respond to data analysis, Data analysis meetings, Tracking student data, PLC notes

Plan to Monitor Effectiveness of G1.B1.S3

Lesson Plans will reflect changes in instruction due to data analysis and student need. Teachers will continuously utilize data for instructional planning purposes.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly / Ongoing

Evidence of Completion

Lesson Plans will be monitored to assess that changes to instruction are meeting the needs of the students.

G1.B1.S4 Design and implement professional development opportunities focused on increasing student achievement.

Action Step 1

Focus professional development on the areas that will meaningfully drive students results; Actively engage teachers in the skills they need; Build systems that guarantee that PD is viable in the classroom.

Person or Persons Responsible

Administrators, Instructional Coaches, Curriculum Leaders, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom management strategies in place, professional development calendar, feedback from observations, data analysis meetings and lesson planning.

Facilitator:

Administrators, Instructional Coaches, Curriculum Leaders, Teachers

Participants:

Teachers

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

Weekly PLC discussions, data chat notes, review student data trends, monitor instructional strategy implementation.

Person or Persons Responsible

Administrators, Instructional Coaches, Curriculum Leaders, Teachers

Target Dates or Schedule

Bi-weekly and as needed throughout the year

Evidence of Completion

Walk-through observations with a focus on observing implementation of strategies presented during professional development.

Plan to Monitor Effectiveness of G1.B1.S4

Target instructional strategies that will be assessed via classroom observations to ensure that the majority of students obtain the desired effect of the strategy.

Person or Persons Responsible

Administrators, Instructional Coaches, Curriculum Leaders, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through data, Teacher Reflection logs, Coaches logs.

G1.B1.S5 Design and implement a tiered system of interventions for our students needing academic and behavioral support.

Action Step 1

Lowest quartile students are referred to Academic Intervention Specialist; Level 1 & 2 students are supported during intensive reading and math; behavioral concerns are monitored through our MTSS team. Ante up campaign to target specific students to provide individualized support by classroom teacher.

Person or Persons Responsible

Administration, Instructional Coaches, MTSS team, Academic Intervention Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Targeted students enrolled in intensive class participation, discipline tracking data, Ante up professional development.

Plan to Monitor Fidelity of Implementation of G1.B1.S5

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

Person or Persons Responsible

Academic Intervention Team, Administrators, Instructional Coaches, Teachers

Target Dates or Schedule

ongoing, Progress monitoring assessment data analysis after each administration, Tracing student progress following Progress monitoring assessments.

Evidence of Completion

Academic support team referrals; PLC meeting notes, Academic Intervention team notes

Plan to Monitor Effectiveness of G1.B1.S5

Interventions for students will be tracked to assess if they are appropriate and successful in increasing student comprehension of benchmarks/content.

Person or Persons Responsible

Academic Intervention Team, Administrators, Instructional Coaches, Teachers

Target Dates or Schedule

Weekly and as referred by teachers

Evidence of Completion

Student progress reports, Weekly point sheets, Discipline referral tracking

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

South Seminole Middle School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Common Core & Next Generation Sunshine State(NGSS) standards in Reading, Writing and Math.

G1.B1 Teachers lack a thorough understanding of the Marzano protocol; Lack of time for developing high quality professional development; Limited time to develop their expertise in high yield strategies; Planned/ Unplanned interruptions in the classroom; Limited understanding of Common Core Standards

G1.B1.S1 Design and implement ongoing support for teachers through structured PLCs.

PD Opportunity 1

Design and implement ongoing support for teachers through structured PLC's. Analyze administration observation data, and student data to implement coaching opportunities and data conversations. Additional Professional Development topics covered through the year are as follows: The Kid Whisperers: Managing the Block; Carousel of Progress and Differentiated Instruction: Using Data to Drive Instruction.

Facilitator

Instructional Coaches and/or Administrators

Participants

All Teachers

Target Dates or Schedule

August 2013 - May 2013

Evidence of Completion

Common Assessment each quarter, agendas, meeting notes, PLC norms, PLC SMART Goals, Weekly Coaches meeting regarding instructional trends

G1.B1.S3 Design and implement a process for teachers to analyze multiple data sources to drive instructional decisions to best meet their student needs.

PD Opportunity 1

Provide teachers with Reading and Math progress monitoring data; Conduct school-wide data chats, School-wide training focused on developing goals based on multiple sources of data, such as Reading and Writing in the content area, and Cross Curricular math shifts. Common assessment data will be utilized to plan interventions and enrichment for students.

Facilitator

Administrators and Instructional Coaches, Academic Intervention Specialist

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans that respond to data analysis, Data analysis meetings, Tracking student data, PLC notes

G1.B1.S4 Design and implement professional development opportunities focused on increasing student achievement.

PD Opportunity 1

Focus professional development on the areas that will meaningfully drive students results; Actively engage teachers in the skills they need; Build systems that guarantee that PD is viable in the classroom.

Facilitator

Administrators, Instructional Coaches, Curriculum Leaders, Teachers

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom management strategies in place, professional development calendar, feedback from observations, data analysis meetings and lesson planning.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Common Core & Next Generation Sunshine State(NGSS) standards in Reading, Writing and Math.	$3,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School Advisory Committee; District allocated PD funds	$3,000	$3,000
Total	$3,000	$3,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Common Core & Next Generation Sunshine State(NGSS) standards in Reading, Writing and Math.

G1.B1 Teachers lack a thorough understanding of the Marzano protocol; Lack of time for developing high quality professional development; Limited time to develop their expertise in high yield strategies; Planned/ Unplanned interruptions in the classroom; Limited understanding of Common Core Standards

G1.B1.S4 Design and implement professional development opportunities focused on increasing student achievement.

Action Step 1

Focus professional development on the areas that will meaningfully drive students results; Actively engage teachers in the skills they need; Build systems that guarantee that PD is viable in the classroom.

Resource Type

Professional Development

Resource

School-based professional development and lesson study observations (substitute teachers and materials).

Funding Source

School Advisory Committee; District allocated PD funds

Amount Needed

$3,000