Suwannee Middle School

2019-20 Schoolwide Improvement Plan

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Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

sms.suwannee.k12.fl.us

Demographics

Principal: Laura Williams

Start Date for this Principal: 6/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: C (53%) 2015-16: C (48%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Suwannee County Schools will educate all students
in a safe and supportive learning environment
that will develop life-long learners and productive citizens.

Come in as a Bullpup and leave as a Bulldog!
Preparing Students For a Successful and Purposeful Life!

Provide the school's vision statement.

Suwannee County School District will be a system of excellence
ensuring all students are prepared for personal success.

Suwannee Pride
P-eople are valued and appreciated in the school and community
R-igor is embedded in all areas of the curriculum
I-ntegrity is expected and recognized
D-etermination is exhibited by students and staff
E-xcellence is strived for daily

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Williams, Laura	Principal	
Herring, Misty	School Counselor	
Bonds, Alan	Dean	
Cohen, Kim	School Counselor	
Abercrombie, Hunter	Assistant Principal	
Boatright, Kimberly	Dean	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	367	375	336	0	0	0	0	1078
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated
Tuesday 6/25/2019

Prior Year - As Reported

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	103	109	97	0	0	0	0	309
One or more suspensions	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	50	18	32	0	0	0	0	100
Level 1 on statewide assessment	0	0	0	0	0	0	135	130	135	0	0	0	0	400

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	70	59	0	0	0	0	209

Prior Year - Updated

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	59	57	57	0	0	0	0	173
One or more suspensions	0	0	0	0	0	0	111	99	75	0	0	0	0	285
Course failure in ELA or Math	0	0	0	0	0	0	44	18	27	0	0	0	0	89
Level 1 on statewide assessment	0	0	0	0	0	0	115	136	112	0	0	0	0	363

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	102	86	70	0	0	0	0	258

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	45%	54%	47%	47%	52%
ELA Learning Gains	44%	44%	54%	48%	48%	54%
ELA Lowest 25th Percentile	37%	37%	47%	37%	37%	44%
Math Achievement	45%	45%	58%	45%	45%	56%
Math Learning Gains	50%	50%	57%	51%	51%	57%
Math Lowest 25th Percentile	44%	44%	51%	48%	48%	50%
Science Achievement	54%	54%	51%	56%	56%	50%
Social Studies Achievement	71%	71%	72%	69%	69%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	367 (0)	375 (0)	336 (0)	1078 (0)
Attendance below 90 percent	0 (103)	0 (109)	0 (97)	0 (309)
One or more suspensions	0 (2)	0 (2)	0 (3)	0 (7)
Course failure in ELA or Math	0 (50)	0 (18)	0 (32)	0 (100)
Level 1 on statewide assessment	0 (135)	0 (130)	0 (135)	0 (400)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	42%	46%	-4%	54%	-12%
	2018	39%	41%	-2%	52%	-13%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	42%	42%	0%	52%	-10%
	2018	43%	44%	-1%	51%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
08	2019	48%	47%	1%	56%	-8%
	2018	51%	51%	0%	58%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	45%	-6%	55%	-16%
	2018	33%	38%	-5%	52%	-19%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	45%	50%	-5%	54%	-9%
	2018	40%	44%	-4%	54%	-14%
Same Grade Comparison		5%				
Cohort Comparison		12%				
08	2019	31%	30%	1%	46%	-15%
	2018	20%	19%	1%	45%	-25%
Same Grade Comparison		11%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	52%	52%	0%	48%	4%
	2018	56%	54%	2%	50%	6%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	64%	-64%	65%	-65%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	68%	2%	71%	-1%
2018	60%	61%	-1%	71%	-11%
Compare		10%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	44%	38%	61%	21%
2018	72%	45%	27%	62%	10%
Compare		10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	32	29	23	40	39	22	46			
ELL	13	29	35	22	40	48	6	50			
BLK	29	33	36	25	37	38	28	59	73		
HSP	41	46	39	41	49	48	51	65	89		
MUL	42	52		26	41		42				
WHT	52	47	35	54	56	47	64	80	89		
FRL	39	41	35	38	45	43	50	64	76		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	35	29	21	42	41	20	39			
ELL	17	38	42	27	38	33	29	38			
BLK	27	39	30	19	31	34	20	38	63		
HSP	40	45	43	41	44	37	51	62	76		
MUL	39	36		29	31	40		62			
WHT	53	50	40	47	46	40	69	70	75		
FRL	41	44	39	39	42	37	53	60	69		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	36	33	13	35	33	6	37			
ELL	15	33	38	19	43	46	20	55			
BLK	29	43	30	26	44	44	30	55	40		
HSP	43	42	42	40	48	48	49	74	77		
MUL	35	42		33	40						
WHT	53	52	38	53	54	51	65	72	80		
FRL	38	45	37	38	50	49	43	59	64		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was the ELA Learning Gains (Lowest Quartile). ELA will be the area that we work on as a school-wide effort during the 19-20 school year. The contributing factors to the low performance include teaching areas of want instead of areas of need, low student engagement in the ELA classroom, and teaching ELA in isolation (only in the ELA classroom). The ELA FSA Learning Gains scores show a trend of non-movement, or decreasing scores, for at least the last 4 years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA learning gains showed the greatest decline from the prior year. The contributing factors to the decline in performance included teaching areas of want instead of areas of need, low student engagement in the ELA classroom, and teaching ELA in isolation (only in the ELA classroom). The ELA FSA Learning Gains scores show a trend of non-movement, or decreasing scores, for at least the last 4 years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 6th grade math data had the greatest gap when compared to the state average. The trend at Suwannee Middle is a decline from 5th to 6th grade, and then an increase from 6th to 7th grade. We predict that the change from 5th grade in one classroom all day, to 6th grade where students change classes every 50 minutes, may be a partial factor for why this occurs.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Middle School Acceleration, followed closely by Social Studies Achievement. An increased emphasis on teaching the standards, progress monitoring, and continued spiral reviews helped to increase achievement in these areas. Another contributing factor was hiring and moving key players to teach these subjects.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students scoring Level 1 on the statewide assessment and students with one or more suspensions are areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase the academic achievement of students with disabilities.
2. Increase the academic achievement of English Language Learners.
3. Increase the academic achievement of African American students.
4. Ensure that the learning and working environments at SMS are supportive, safe, and secure-improve discipline.
5. Imcrease reading proficiency and learning gains at SMS.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the academic achievement of students with disabilities.
Rationale	Students with disabilities continue to show need for improvement when looking at FSA data.

State the measurable outcome the school plans to achieve	The students with disabilities state testing results will increase by 4%.
Person responsible for monitoring outcome	Laura Williams (laura.williams@suwannee.k12.fl.us)
Evidence-based Strategy	Certified, highly-effective ESE teachers will be scheduled to ensure fidelity of compliance with IEP's, to ensure that individual needs are met, and to ensure that students are engaged in their general education classroom setting.
Rationale for Evidence-based Strategy	Hiring certified, highly-effective ESE teachers will ensure that competent, passionate, and qualified teachers are teaching in this area of great need. These teachers will ensure that IEP's are followed and will help their students to have success in the general education setting.

Action Step	
Description	1. Hire two new ESE inclusion teachers, one for 6th grade and one for 7th grade. 2. Monitor the progress of ESE inclusion students utilizing iReady progress monitoring and classroom, standards-based assessments. 3. Strategies for engagement will be presented to the teachers on PD Days. 4. 5.
Person Responsible	Laura Williams (laura.williams@suwannee.k12.fl.us)

#2	
Title	Increase the academic achievement of English Language Learners
Rationale	English Language Learners continue to show need for language aquisition improvement when looking at the ACCESS for ELL data.
State the measurable outcome the school plans to achieve	Students will increase proficiency on the ACCESS for ELL assessment by 5%.
Person responsible for monitoring outcome	Laura Williams (laura.williams@suwannee.k12.fl.us)
Evidence-based Strategy	Teachers will provide inquiry-based lessons with dialogue and writing strategies, utilize their ELL paraprofessional to enhance the instructional environment, and analyze their ACCESS for ELL reports to identify areas of need.
Rationale for Evidence-based Strategy	ELL students will learn the English language if teachers provide lessons that support language aquisition, utilize their ELL paraprofessional effectively, and understand their students individual needs.
Action Step	
Description	1. Provide ELL teachers with ACCESS for ELL student reports 2. Schedule ELL paraprofessionals to work with students identified as Tier A on the ACCESS for ELL reports 3. Provide professional development to ELA, Science, and Social Studies teachers utilizing Curriculum Coordinator, Kelli Williams 4. 5.
Person Responsible	Laura Williams (laura.williams@suwannee.k12.fl.us)

#3	
Title	Increase the academic achievement of African American students
Rationale	African American students continue to show need for improvement when looking at FSA data.

State the measurable outcome the school plans to achieve	African American students will increase FSA ELA proficiency by 4%.
Person responsible for monitoring outcome	Laura Williams (laura.williams@suwannee.k12.fl.us)
Evidence-based Strategy	Teachers will have subgroup discussions in their PLC's, analyzing trends in data and researching methods for improvement. ELA, Science, and Social Studies teachers will participate in a monthly Book Study to increase student literacy.
Rationale for Evidence-based Strategy	By focusing on student literacy in a monthly PD, we can turn our awareness towards our subgroups, specifically our African American subgroup. Having an awareness that there is an achievement gap, and researching methods to improve this is the first step towards increasing learning.

Action Step	
Description	1. Meet with Kelli Williams, Curriculum Coordinator, to arrange for PD for the 19-20 school year. 2. Professional learning book purchased for ELA, Science, and Social Studies teachers at SMS. 3. Monitor the progress of African American students throughout the year and adjust instruction when needed. 4. 5.
Person Responsible	Laura Williams (laura.williams@suwannee.k12.fl.us)

#4	
Title	Ensure that the learning and working environments at SMS are supportive, safe, and secure
Rationale	Students will work more efficiently if they feel safe and protected.

State the measurable outcome the school plans to achieve	Decrease the discipline incidents of students who received five or more referrals in the 18-19 school year.
Person responsible for monitoring outcome	Hunter Abercrombie (thomas.abercrombie@suwannee.k12.fl.us)
Evidence-based Strategy	SMS will implement a Discipline PLC to discuss strategies for improving discipline. We have also hired an additional Dean.
Rationale for Evidence-based Strategy	A Discipline PLC will give teachers ownership of the Discipline at SMS. Having two highly-qualified Deans at SMS will increase the likelihood of quality behavioral interventions.

Action Step	
Description	1. Hire a second dean at SMS 2. Facilitate a Discipline PLC monthly 3. Analyze discipline trends and strategies for improvement 4. 5.
Person Responsible	Hunter Abercrombie (thomas.abercrombie@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

SMS will have a push in the 19-20 school year to improve our reading scores on the FSA ELA. We will focus on standards-based instruction. We will include more rigorous learning in the Advanced classes. We will include reading support in Science and Social Studies classes. We will revamp engagement strategies. We will plan together during common planning time.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

SMS values positive relationships with parents. We have many active clubs, sports, and organizations which depend on family support. If you attend any FFA event, sports games, or club initiation, you will see a building full of interested parents and community members. Our Drama Club offers an online production that families can view on YouTube from near and far. Also exciting...this year we will have a camera at the football field that will make the games accessible to families via the internet. We will be

working on fundraising to provide funds for a camera in the gym at SMS as well. SMS has a SAC committee that will provide meaningful and important information to parents during the 19-20 school year, including school and internet safety, health concerns, club information and presentations, and much more. We offer a parent resource center in our office where parents can login to a computer and access FOCUS or any other program. SMS participates in many community fundraisers throughout the year, including Dairy Queen, Big Wood, Zaxby's, Moe's, and more. This community works together to support the local schools.

PFEP Link

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

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.

SMS will provide:

A parent night for all students transitioning from 5th to 6th grade.
A school-wide tour of Suwannee Middle School for incoming 6th grade students.
A school-wide tour of Suwannee High School for all 8th grade students transitioning to 9th grade.
A meeting, including staff from both schools and parents, for all Exceptional Student Education (ESE) students transitioning from the 5th to the 6th grade and 8th to 9th grade.

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

Multi-Tiered Framework
Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Iready is purchased from Title 1 funds and is our progress monitoring tool, as well as our tool for identifying student gaps in knowledge, and providing resources to fill the gaps as well.

Title I Funds are utilized to provide teachers with opportunities to attend professional development workshops and conferences to enhance their teaching strategies. Title I provides funds for Paraprofessionals at SMS as well.
Title I also provides a District-wide parent Liaison who provides workshops and other services to parents and students.

Title I Part C-Migrant funds provide tutoring for Migrant students, English in a Flash software, computers, SRA, and supplies for Migrant Students.

Title X- Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

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.

Students are able to explore career options and complete a personalized academic and career plan, which must be signed by the student and students' parents. Students are counseled and work with counselor, teachers, and parents to create personalized academic and career plan that best suits student needs. Counselors will work with 8th grade students on career planning, high school planning, college planning and financial aid planning. Students will create a portfolio to guide them as they progress through high school and start looking closely at college and careers.

With the assistance of counselors and teachers, students will be able to create a portfolio and explore career options with use of the MyCareerShines.org online software during the 8th grade. This acts as a guide as they progress through high school and begin looking more closely at college and career opportunities. Students will work with counselors and parents to create an academic plan that best suits the individual students needs.
Counselors will provide all 8th grade students with information on college costs, financial aid, and scholarship opportunities, as well as the correlation between income earning potential and education.

In addition, college and career awareness/planning meetings on an individual basis will be conducted with all 8th grade students. Their parents will also be invited to participate.

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

SMS offers a variety of Career and Technical classes where students can earn Industry Certifications after passing difficult Industry Certification Exams (the same exams that adults have to pass to become Industry Certified). Suwannee High School and River Oak both come to SMS to speak to the 8th grade students about career and college options.