

South Seminole Middle School



2014-15 School Improvement Plan

South Seminole Middle School

101 S WINTER PARK DR, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0201>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to empower students to achieve academic excellence, embrace cultural diversity and develop leadership traits in a global society.

Provide the school's vision statement

Empowering, Inspiring and Globally Connecting South Seminole Students to become 21st Century Leaders.

School Environment

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

Culturally Relevant Teaching (CRT) trainings are being implemented at SSMS throughout the 2014-2015 school year. The intent of this professional development plan is to first work with teachers on their own understandings of what it means to be relevant, understand how their own biases effect instruction and then how to become more culturally relevant in the classroom. The second phase of training will focus on building capacity, as we train teachers to become CRT leaders at their own sites. The role of the CRT leaders at SSMS will be to serve as a resource and on-site support for their colleagues, via modeling cultural relevance in their own class or helping with resources or planning around CRT.

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

SSMS implements a school wide anti bullying prevention program. The administrators maintain an open door policy that allows students and parents to contact any school employee to report an incident. The concern is thoroughly investigated and reviewed to discuss plausible solutions to the problem, as well as providing consequences, if needed. The school based bully prevention contact person is required to report all substantiated cases in the state database.

There are at least five to seven school personnel assigned morning and afternoon duties to provide student supervision. There is a fence surrounding the entire campus. There is one School Resource Officer (SRO) available during school hours, as well as at some events after school. In addition to the school Principal there are three school-based Assistant Principals, two Deans and one School Administrative Manager. At least one Administrator attends every event on campus and off-campus activities, as needed. If there is a need for additional law enforcement officers on campus, the School Resource Officer can request further assistance through the Casselberry Police Department. There are two crossing guards located at the gate where roughly 40% of all students enter and leave school every day.

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

South Seminole Middle School uses the Positive Behavior Support: A Multi-Tiered Support System. The PBS/MTSS process is a team-based approach that relies on a strong collaboration between

families and professionals from a variety of disciplines regardless of the level implemented. PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

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

Certified School Counselors are available to assist students when they are upset or have a social or emotional conflict. We would discuss the problem to determine how to intercede. We support students to address a social conflict with other peers (i.e. ignore behavior, write a statement for Discipline, review coping strategies to handle the situation). Occasionally, we need to request a No Contact Contract between students. If between student and parent, advise open communication and perspective from both sides. If between student and teacher, address how to approach teacher or intervene, if necessary.

In cases of self-injurious behavior, we counsel no harm but need to contact parent to advise help or involve our SRO to help assess student's emotional state if student is threatening suicide. We complete referrals to the School Social Worker for counseling, support (FIT students), and parent training.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior. The team conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of not graduating (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	16	24	37	77
One or more suspensions	3	8	10	21
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	66	107	161	334

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	8	12	12	32

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

The following are the interventions used at South Seminole Middle:

- I Ready - students are identified and placed in a computer-based Academic Support class to focus on reading and math. Students are pulled into small groups to work on specific areas of need.
- Discovery Education Probes - Upon completion of baseline data there is ongoing progress monitoring that occurs. Teachers monitor student progress using Discovery Education probes to track students' response to instructional interventions.
- Test taking skills discussion - Students have been identified and placed in an Academic Support class in which strategies are taught for better test taking skills. This includes how to handle test anxiety.
- Assistance with regular classwork/HW - The Academic Intervention Specialist has identified the at-risk students and provides small group pull-out intervention or pushes in to regular education classrooms to offer additional support for the identified students.
- Transition Program with feeder high schools
- 21st Century after-school Tutorial and Enrichment Program - This program supports student learning and personal development, including, but not limited to: tutoring and mentoring, homework time and assistance, academic enrichment (reading, math, science, and technology programs), service learning character education, physical education and recreational activities, and drop-out prevention.
- Counseling - Counselors meet with students and parents to discuss areas of concern. They track student attendance and communicate both verbally and written with all involved parties. When warranted, they make a referral to the MTSS team or SST.
- Literacy Leadership Team - Provide instructional strategies to classroom teachers to foster improved classroom instruction. In addition, the coaches assess students to ensure proper academic placement.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188838>.

Description

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

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners' programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Coleman Baker, Mia	Principal
Grace, Linion	Dean
BESS, BRENDAN	Assistant Principal
CIOCCA, JULIE	Assistant Principal
ELKHARCHAFI, PATRICIA	Assistant Principal
FERNANDEZ, RAFAEL	Dean
CONVERSO, DINA	Other

Duties

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

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.

Literacy, Writing, and Math Instructional Coaches: Provides information about core instruction, participates in student data collection, develops and 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 intervention 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; provides 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 technical support.

Deans: Coordinate the MTSS process with all stakeholders listed above and are the point persons for the MTSS process.

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

To 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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mia Coleman-Baker	Principal
Barbara Coleman	Parent
Linion Grace	Student
Fran Utchel	Teacher
Lizette Gonzalez	Teacher
Michelle Fitzpatrick	Parent
Mike Wilson	Parent
Edwarnique Lapointe	Parent
Michelle Turner	Parent
Vimary Availes	Parent
Gabriel Availes	Student
Cartherine Macapagal	Parent
Kim Ponce	Parent
Marilyn Leenen	Education Support Employee
Tamika Williams	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC will review collectively analyze 2013-14 data to assist in setting goals for the 2014-15. SAC members had the opportunity to provide feedback and ask question.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

After reviewing the success and areas of concern, SAC collaborated on the plan with the school to devise the annual SAC budget and how the funds would be dispersed.

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

- Mini Grants - 10%
- PBS - 25%
- Lowest Quartile - 25%
- Math and ELA for FSA - 40%

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Coleman Baker, Mia	Principal
CIOCCA, JULIE	Assistant Principal
Hunziker, Donna	Instructional Coach
Fisher, Cicely	Instructional Coach
Mandell, Erin	Instructional Coach
BESS, BRENDAN	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- 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 - The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to text.
- 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers participate in Professional Learning Communities aligned with the continuous improvement model. It provides teachers with a systematic approach to work together, analyze and improve classroom instruction. PLCs are characterized as collaborations centered around trust and collegiality that are "data –informed, standards-driven and focused on instruction, equity and results. The opportunity to build capacity is a natural product of collaborative planning, as well as shared responsibility and accountability.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. 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 we 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.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core curricula of South Seminole Middle School are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

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

Teachers utilizes data collected viz common assessments, progress monitoring and formative assessments to meet the needs of the individual students. The instructional coaches are working collaboratively with the teachers to develop and implement small group instruction within the classroom. We utilize our IMPACT period (8th period block) to target areas of deficiency and provide a framework and timeline for students to work on the needed skills. Additionally, our Academic intervention team has developed an academic "Push In" or "Pull Out" model to further assist the Lowest Quartile students.

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: Extended School Day

Minutes added to school year: 6,480

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 Rationale

This strategy is being implemented to give our students additional time to enhance their academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Coleman Baker, Mia, mia_coleman-baker@scps.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Seminole County Schools implements a Summer Transition Program for 8th grade students who have less than 2.0 GPA, been assigned to high school, have received a level 1 and/or 2 on FCAT Math, retained more than once, identified with a high risk school score, or recommended by School Principal. This program allows the students to have individualized instruction from a certified teacher during the summer months to avoid the gap in education.

Seminole County Schools also provides Summer Bridges, which offers explicit reading instruction for incoming 6th grade students who are not fluent in an effort to accelerate the acquisition of literacy skills.

College and Career Readiness

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

N/A

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

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

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

N/A

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

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%.

- G2.** To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Florida Standards in ELA, Math, Writing, and Science.

Strategic Goals Detail

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

G1. By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%. **1a**

G053262

Targets Supported **1b**

Indicator	Annual Target
AMO Math - African American	59.0
AMO Math - Hispanic	69.0
AMO Math - White	80.0
FSA - Mathematics - Proficiency Rate	66.0
AMO Reading - African American	65.0
AMO Reading - Hispanic	67.0
AMO Reading - White	82.0
FSA - English Language Arts - Proficiency Rate	65.0

Resources Available to Support the Goal **2**

- After school tutorial and enrichment programs
- Student mentorship programs
- Personnel trained in culturally relevant teaching
- Progress monitoring
- Cultural relevant materials

Targeted Barriers to Achieving the Goal **3**

- Fidelity in implementation of programs, negative attitudes, and lack of time for developing high quality professional development

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

DE data, FSA data

Person Responsible

Mia Coleman Baker

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

DE data, FSA data, progress reports, report cards will be used to monitor progress towards the goals

G2. To improve student learning, all teachers will utilize Marzano’s High Yield Instructional Strategies’ and Best Practices to provide rigorous instruction aligned to Florida Standards in ELA, Math, Writing, and Science. 1a

G053263

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	75.0
FCAT 2.0 Science Proficiency	55.0
FSA - Mathematics - Proficiency Rate	61.0
FSA - English Language Arts - Proficiency Rate	61.0
Math Gains	78.0
Math Lowest 25% Gains	74.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Instructional and Literacy Coaches, Common Planning Time, Professional Development Schedule, Florida Standards ELA/Math, Civics and NGSSS Science Instructional Plans, Marzano Instructional Framework Model, Professional development budget, Continuous instructional feedback model

Targeted Barriers to Achieving the Goal 3

- Teachers lack a thorough understanding of the Marzano Instructional Framework Model; 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 Florida Standards.

Plan to Monitor Progress Toward G2. 8

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 Responsible

Mia Coleman Baker

Schedule

Weekly, from 8/11/2014 to 5/28/2015

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

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. By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%. **1**

 G053262

G1.B1 Fidelity in implementation of programs, negative attitudes, and lack of time for developing high quality professional development **2**

 B134263

G1.B1.S1 To have all teachers trained in Culturally Relevant Teaching **4**

 S146107

Strategy Rationale

Having culturally relevant trained teachers allows our teachers to teach to the strength of our students

Action Step 1 **5**

Focused professional development on the areas that will meaningfully drive student achievement.

Person Responsible

Mia Coleman Baker

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

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

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

PLC discussions, data chat note, review student data trends, monitor instructional strategy implementation, viewing of lesson plans.

Person Responsible

Mia Coleman Baker

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

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

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

Target instructional strategies that will be acquired by staff to ensure that the majority of students obtain the desired effect of the strategy.

Person Responsible

Mia Coleman Baker


Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

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

G1.B1.S2 Provide our teachers with culturally relevant resources and activities. 4

 S146108

Strategy Rationale

To empower all of our students by using culturally relevant materials.

Action Step 1 5

To provide researched based culturally relevant materials and activities for staff to give all of our student the best opportunity to succeed.

Person Responsible

Mia Coleman Baker

Schedule

Monthly, from 9/15/2014 to 5/27/2015

Evidence of Completion

PLC meetings, Classroom Walkthroughs, Observations, and Lesson plans

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

Walk-through data, monitoring of lesson plans

Person Responsible

Mia Coleman Baker

Schedule

On 5/27/2015

Evidence of Completion

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

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

DE data will be used to monitor the effectiveness of the implementation of this strategy. Proper application of this strategy will produce a decrease in the achievement gap among our Black, Hispanic and White Students.

Person Responsible

Mia Coleman Baker


Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

DE AND FSA data will be collected to verify the effectiveness of implementation

G1.B1.S3 Make available afterschool tutorial and enrichment programs 4

 S146109

Strategy Rationale

To provide students with additional support to increase their level of achievement

Action Step 1 5

Students will be given the opportunity to receive additional academic support through tutorial and enrichment activities through our 21st CCLC Program.

Person Responsible

Mia Coleman Baker

Schedule

Daily, from 9/15/2014 to 5/27/2015

Evidence of Completion

Data from the Profile Performance Information Collection System(PPICS) will be monitored and discussed with the program coordinator.

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

Fidelity of Implementation will be monitored by analyzing DE data of the students in the 21st CCLC program. If fidelity of implementation is evident, the achievement gap between our Black, Hispanic, and White students will decrease.

Person Responsible

Mia Coleman Baker

Schedule

Daily, from 9/15/2014 to 5/27/2015

Evidence of Completion

PPICS data reviews, program observations, DE data

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

DE data, progress reports, and report cards will be monitored to measure the effectiveness of implementation of this strategy.

Person Responsible

Mia Coleman Baker

Schedule

Quarterly, from 9/15/2014 to 5/27/2015

Evidence of Completion

PPICS data reviews, program observations, DE data

G2. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Florida Standards in ELA, Math, Writing, and Science. 1

G053263

G2.B1 Teachers lack a thorough understanding of the Marzano Instructional Framework Model; 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 Florida Standards. 2

B134264

G2.B1.S1 Design and implement ongoing support for teachers through structured PLCs. 4

S146110

Strategy Rationale

By providing ongoing and targeted instructional support via PLCs, teachers will gain a higher level of comprehension.

Action Step 1 5

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: Culturally Relevant Teaching, DBQ Implementation, Differentiated Scale Training, and Standard Based Training.

Person Responsible

Mia Coleman Baker

Schedule

Weekly, from 8/5/2014 to 5/28/2015

Evidence of Completion

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

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

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

Person Responsible

Schedule

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 Implementation of G2.B1.S1 7

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 delivery of instruction to students.


Person Responsible

Schedule

Evidence of Completion

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

G2.B1.S2 Design and implement a collaborative structure to provide focused feedback incorporating conferencing to support rigorous instruction aligned to Florida Standards Performance Task. 4

 S146111

Strategy Rationale

By providing timely and focus feedback we can produce greater opportunities to facilitate rigorous learning.

Action Step 1 5

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 Responsible

JULIE CIOCCA

Schedule

Weekly, from 8/18/2014 to 5/28/2015

Evidence of Completion

Feedback data, Conferencing timeline, Mentoring notes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Mia Coleman Baker

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Feedback data, Adherence to conferencing timeline, Mentoring notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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 Responsible

Mia Coleman Baker


Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

G2.B1.S3 Design and implement a process for teachers to analyze multiple data sources to drive instructional decisions to best meet their student needs. 4

 S146112

Strategy Rationale

Analyzing multiple data sources provides our teachers with a broader perspective of students group and individual needs.

Action Step 1 5

Provide teachers with ELA 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 Responsible

BRENDAN BESS

Schedule

Monthly, from 9/3/2014 to 4/10/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

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

Person Responsible

JULIE CIOCCA

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

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

Person Responsible

Mia Coleman Baker


Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

G2.B1.S4 Design and implement professional development opportunities focused on increasing student achievement. 4

 S146113

Strategy Rationale

Professional development centered on high yield instructional strategies yield the highest correlation in effect size and its impact on student achievement.

Action Step 1 5

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 Responsible

Cicely Fisher

Schedule

Weekly, from 8/11/2014 to 5/28/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

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

Person Responsible

Mia Coleman Baker

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

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 Responsible

Mia Coleman Baker

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

G2.B1.S5 Design and implement a tiered system of interventions for our students needing academic and behavioral support. 4

S146114

Strategy Rationale

Analyze, identify and implement specific academic and behavioral interventions for students will have direct impact on student achievement.

Action Step 1 5

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 Responsible

PATRICIA ELKHARCHAFI

Schedule

Weekly, from 8/11/2014 to 5/28/2015

Evidence of Completion

Targeted students enrolled in intensive class participation, discipline tracking data, Ante up professional development and MTSS minutes/notes

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

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 Responsible

Mia Coleman Baker

Schedule

Weekly, from 8/11/2014 to 5/28/2015

Evidence of Completion

Academic support team referrals; PLC meeting logs, Academic Intervention team Ed-insight data, Coaches and Dean reflection logs and Administrative team meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

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

Person Responsible

Erin Mandell

Schedule

Biweekly, from 9/3/2014 to 5/28/2015

Evidence of Completion

Student progress reports, Weekly point sheets, Small group instruction, and DE data analysis.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Focused professional development on the areas that will meaningfully drive student achievement.	Coleman Baker, Mia	9/24/2014	Walk-through observations with a focus on observing implementation of the strategies presented during professional development.	5/27/2015 monthly
G1.B1.S2.A1	To provide researched based culturally relevant materials and activities for staff to give all of our student the best opportunity to succeed.	Coleman Baker, Mia	9/15/2014	PLC meetings, Classroom Walkthroughs, Observations, and Lesson plans	5/27/2015 monthly
G1.B1.S3.A1	Students will be given the opportunity to receive additional academic support through tutorial and enrichment activities through our 21st CCLC Program.	Coleman Baker, Mia	9/15/2014	Data from the Profile Performance Information Collection System (PPICS) will be monitored and discussed with the program coordinator.	5/27/2015 daily
G2.B1.S1.A1	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: Culturally Relevant Teaching, DBQ Implementation, Differentiated Scale Training, and Standard Based Training.	Coleman Baker, Mia	8/5/2014	Common Assessment each quarter, agendas, meeting notes, PLC norms, PLC SMART Goals, Weekly Coaches meeting regarding instructional trends	5/28/2015 weekly
G2.B1.S2.A1	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.	CIOCCA, JULIE	8/18/2014	Feedback data, Conferencing timeline, Mentoring notes.	5/28/2015 weekly
G2.B1.S3.A1	Provide teachers with ELA 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	BESS, BRENDAN	9/3/2014	Lesson plans that respond to data analysis, Data analysis meetings, Tracking student data, PLC notes	4/10/2015 monthly

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South Seminole Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	area, and Cross Curricular math shifts. Common assessment data will be utilized to plan interventions and enrichment for students.				
G2.B1.S4.A1	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.	Fisher, Cicely	8/11/2014	Classroom management strategies in place, professional development calendar, feedback from observations, data analysis meetings and lesson planning.	5/28/2015 weekly
G2.B1.S5.A1	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.	ELKHARCHAFI, PATRICIA	8/11/2014	Targeted students enrolled in intensive class participation, discipline tracking data, Ante up professional development and MTSS minutes/notes	5/28/2015 weekly
G1.MA1	DE data, FSA data	Coleman Baker, Mia	8/11/2014	DE data, FSA data, progress reports, report cards will be used to monitor progress towards the goals	5/27/2015 monthly
G1.B1.S1.MA1	Target instructional strategies that will be a acquired by staff to ensure that the majority of students obtain the desired effect of the strategy.	Coleman Baker, Mia	9/24/2014	Walk-through data, Teacher data note, Coaches logs.	5/27/2015 monthly
G1.B1.S1.MA1	PLC discussions, data chat note, review student data trends, monitor instructional strategy implementation, viewing of lesson plans.	Coleman Baker, Mia	9/24/2014	Walk-through observations with a focus on observing implementation of strategies presented during professional development.	5/27/2015 monthly
G1.B1.S2.MA1	DE data will be used to monitor the effectiveness of the implementation of this strategy. Proper application of this strategy will produce a decrease in the achievement gap among our Black, Hispanic and White Students.	Coleman Baker, Mia	9/24/2014	DE AND FSA data will be collected to verify the effectiveness of implementation	5/27/2015 monthly
G1.B1.S2.MA1	Walk-through data, monitoring of lesson plans	Coleman Baker, Mia	9/24/2014	Walk-through observations with a focus on observing implementation of strategies presented during professional development.	5/27/2015 one-time
G1.B1.S3.MA1	DE data, progress reports, and report cards will be monitored to measure the effectiveness of implementation of this strategy.	Coleman Baker, Mia	9/15/2014	PPICS data reviews, program observations, DE data	5/27/2015 quarterly
G1.B1.S3.MA1	Fidelity of Implementation will be monitored by analyzing DE data of the students in the 21st CCLC program. If fidelity of implementation is evident, the achievement gap between our Black, Hispanic. and White students will decrease.	Coleman Baker, Mia	9/15/2014	PPICS data reviews, program observations, DE data	5/27/2015 daily
G2.MA1	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.	Coleman Baker, Mia	8/11/2014	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.	5/28/2015 weekly

Seminole - 0201 - South Seminole Middle School - 2014-15 SIP
South Seminole Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	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 delivery of instruction to students.		Assessment data analysis, Established PLC norms, Peer self-reflections in iObservation.	one-time	
G2.B1.S1.MA1	Weekly PLC visits, monitoring of PLC artifacts/evidence, monitoring of lesson plans.		Common Assessment each quarter, meeting notes, agenda, PLC norms, PLC SMART Goals, Weekly Coaches Meeting regarding instructional trends.	one-time	
G2.B1.S2.MA1	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.	Coleman Baker, Mia	8/11/2014	iObservation Feedback, Peer and Self Evaluation, Coaches meeting notes.	5/27/2015 weekly
G2.B1.S2.MA1	Administrator walk-through tracking sheets, Formative observation reports. Peer observations.	Coleman Baker, Mia	8/11/2014	Feedback data, Adherence to conferencing timeline, Mentoring notes	5/27/2015 monthly
G2.B1.S3.MA1	Lesson Plans will reflect changes in instruction due to data analysis and student need. Teachers will continuously utilize data for instructional planning purposes.	Coleman Baker, Mia	8/11/2014	Lesson Plans will be monitored to assess that changes to instruction are meeting the needs of the students.	5/27/2015 monthly
G2.B1.S3.MA1	Weekly administrative lesson plan review, data chat notes, review student data trends.	CIOCCA, JULIE	8/11/2014	Lesson plans that respond to data analysis, Data analysis meetings, Tracking student data, PLC notes	5/27/2015 monthly
G2.B1.S4.MA1	Target instructional strategies that will be assessed via classroom observations to ensure that the majority of students obtain the desired effect of the strategy.	Coleman Baker, Mia	8/11/2014	Walk-through data, Teacher Reflection logs, Coaches logs.	5/27/2015 monthly
G2.B1.S4.MA1	Weekly PLC discussions, data chat notes, review student data trends, monitor instructional strategy implementation.	Coleman Baker, Mia	8/11/2014	Walk-through observations with a focus on observing implementation of strategies presented during professional development.	5/27/2015 monthly
G2.B1.S5.MA1	Interventions for students will be tracked to assess if they are appropriate and successful in increasing student comprehension of benchmarks/content.	Mandell, Erin	9/3/2014	Student progress reports, Weekly point sheets, Small group instruction, and DE data analysis.	5/28/2015 biweekly
G2.B1.S5.MA1	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	Coleman Baker, Mia	8/11/2014	Academic support team referrals; PLC meeting logs, Academic Intervention team Ed-insight data, Coaches and Dean reflection logs and Administrative team meeting notes.	5/28/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Florida Standards in ELA, Math, Writing, and Science.

G2.B1 Teachers lack a thorough understanding of the Marzano Instructional Framework Model; 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 Florida Standards.

G2.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: Culturally Relevant Teaching, DBQ Implementation, Differentiated Scale Training, and Standard Based Training.

Facilitator

Instructional Coaches and/or Administrators

Participants

All Teachers

Schedule

Weekly, from 8/5/2014 to 5/28/2015

G2.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

Schedule

Weekly, from 8/11/2014 to 5/28/2015

Technical Assistance Items

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

G1. By 2018, close the proficiency achievement gap in reading and math among our Black / Hispanic / White students by 50%.

G1.B1 Fidelity in implementation of programs, negative attitudes, and lack of time for developing high quality professional development

G1.B1.S1 To have all teachers trained in Culturally Relevant Teaching

PD Opportunity 1

Focused professional development on the areas that will meaningfully drive student achievement.

Facilitator

Liza FERREIRA

Participants

Faculty/Staff

Schedule

Monthly, from 9/24/2014 to 5/27/2015

G2. To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Florida Standards in ELA, Math, Writing, and Science.

G2.B1 Teachers lack a thorough understanding of the Marzano Instructional Framework Model; 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 Florida Standards.

G2.B1.S2 Design and implement a collaborative structure to provide focused feedback incorporating conferencing to support rigorous instruction aligned to Florida Standards Performance Task.

PD Opportunity 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.

Facilitator

Administrators; Coaches

Participants

All Teachers

Schedule

Weekly, from 8/18/2014 to 5/28/2015

G2.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 ELA 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

Schedule

Monthly, from 9/3/2014 to 4/10/2015

G2.B1.S5 Design and implement a tiered system of interventions for our students needing academic and behavioral support.

PD Opportunity 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.

Facilitator

Academic Intervention Specialist; Coaches; Administrators

Participants

All Teachers

Schedule

Weekly, from 8/11/2014 to 5/28/2015

Budget Rollup

Summary

Description	Total
Goal 2: To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Florida Standards in ELA, Math, Writing, and Science.	15,950
Grand Total	15,950

Goal 2: To improve student learning, all teachers will utilize Marzano's High Yield Instructional Strategies' and Best Practices to provide rigorous instruction aligned to Florida Standards in ELA, Math, Writing, and Science.

Description	Source	Total
B1.S1.A1 - SSMS 14/15 SY Professional Development Funds	Other	3,000
B1.S3.A1 - SSMS 14-15 SY Professional Development Funds	Other	1,000
B1.S4.A1 - Title 1 provided 2 days for professional development to all Title 1 school teachers	Title I Part A	10,000
B1.S5.A1 - To support lowest quartile school wide initiatives and PBS/MTSS process for the 14-15 SY	School Improvement Funds	1,950
Total Goal 2		15,950