

South Sumter Middle School



2014-15 School Improvement Plan

South Sumter Middle School

773 NW 10TH AVE, Webster, FL 33597

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

27%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

A

A

School Board Approval

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

SIP Authority and Template

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

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of South Sumter Middle School is to provide qualified staff and facilities equipped to stimulate learning, to encourage parental involvement and community support, and to meet the individual needs of all students enabling them to become productive citizens in the 21st century.

Provide the school's vision statement

South Sumter Middle School will provide an excellent educational environment conducive to the highest level of student learning.

School Environment

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

When students enroll at SSMS, the guidance department looks over the information on the BSR, Home Language Survey, and Nighttime residency form. These forms provide information about the family and student which helps build a home/school relationship. Information regarding hardships or special situations are shared with the teachers so that the school can better provide for our students by building a nurturing and caring environment.

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

SSMS utilizes a schoolwide Help Box. Students may anonymously fill out forms identifying a student in need of help because someone is bothering them along with the location of where the behavior is taking place. The school's guidance counselors monitor the box throughout the day and put staff members in place to watch and catch the behaviors so that they are addressed and ended. Students in the 8th grade also participate in the Santoro Project Character Education once a week during 6th period.

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

SSMS utilizes a schoolwide PBS system. Students receive Red and Black Bucks for displaying positive behavior throughout the day. Students may spend their bucks to purchase items at the Raider Store. The Raider Store is open every other Friday during all lunches.

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

SSMS has two guidance counselors for the students to go to as needed. Depending on the individual student's needs, the district employs school psychologists that the school may request services from. In addition, Lifestream provides services to students on campus with parental approval.

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

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused. Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor the student's progress throughout the year. Students receive a referral into the MTSS program after they receive their second Level 3 disciplinary infraction.

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	19	13	11	43
One or more suspensions	249	210	145	604
Course failure in ELA or Math	17	32	16	65
Level 1 on statewide assessment	88	73	89	250

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	37	18	15	70

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

SSMS has an attendance target group for those students with attendance issues whether the absence is excused or unexcused. The attendance target group is closely monitored and Attendance Child Study Team Meetings are held with the student, parent, administrator, and representative from Youth and Family Alternatives. Strategies are put into place to ensure the student is attending school on a regular basis. Students that receive a Level 1 in Reading and/or Math on the state standardized test are given PMPs to monitor their progress throughout the year. Students are pulled out of their elective class once a week to receive additional help in the classes they are struggling in. Students also receive targeted instruction based on their individual needs during the school's 6th period academic intervention period. Students receive a referral into the MTSS program after they receive their second Level 3 disciplinary infraction.

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?

No

PIP Link

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

Description

SSMS communicates with parents through the use of student planners, emails, phone calls, parent conferences, school website and school notification letters. Parents are encouraged to volunteer at the school as mentors, chaperones, and assist students in the classroom. SSMS plans to continue to increase communication with parents and promote attendance at school functions throughout the year.

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

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

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
Austin, Kate	Assistant Principal
Wyatt, Jennifer	Assistant Principal
Shirley, Allen	Principal
Aguilar, Valery	Teacher, K-12
Field, Angeline	Other
Grant, Gaylyn	Instructional Coach
Heigham, Jennifer	Teacher, K-12
Hill, Rachel	Teacher, K-12
Johnson, Trisha	Teacher, ESE
Kadur, Dieter	Other
Lashley, Debra	Guidance Counselor
Lessem, Jewl-Lee	Teacher, K-12
Lowery, Cory	Teacher, K-12
Morrison, Stacy	Teacher, K-12
Sarnese, Carol	Guidance Counselor
Shirley, Denise	Teacher, K-12
Shirley, Desa-Rae	Teacher, K-12
Strickland, Deanna	Teacher, K-12
Tucker, Toni	Teacher, K-12
Tyson, Kimberly	Instructional Media
White, Morris	Teacher, K-12
Williams, Gail	Teacher, K-12

Duties

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

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

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets weekly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to

identify students who are meeting/exceeding, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional practices, evaluate implementation, make decisions, and practice new processes and skills.

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Diane Carvajal	Parent
Cynthia Coronado	Parent
Sarah Doyle	Parent
Stephanie Dunn	Parent
Misty Durham	Parent
Tacara Everett	Parent
Lisa Fehmerling	Parent
Amanda Figueroa	Education Support Employee
Audra Freeman	Parent
Lori Martin	Parent
Amanda Parker	Teacher
Cortny Worrell	Teacher
Desa-Rae Shirley	Teacher
Erin Moore	Teacher
Jill Provaznik	Teacher
Cynthia Young	Teacher
Allen Shirley	Principal

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

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

School based focus is discussed with the School Advisory Committee and issues, concerns and revisions are discussed. Most budgeting occurs at the district level.

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

SSMS currently has \$4,842.83 allocated toward school improvement funds. It is anticipated that these funds will be used towards Positive Behavior awards for students, classroom technology and other student learning and school safety needs.

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
Grant, Gaylyn	Instructional Coach
Aguilar, Valery	Teacher, K-12
Strickland, Deanna	Teacher, K-12
Lessem, Jewl-Lee	Teacher, K-12
Shirley, Desa-Rae	Teacher, K-12
Hill, Rachel	Teacher, K-12
Tucker, Toni	Teacher, K-12
Tyson, Kimberly	Instructional Media
Austin, Kate	Assistant Principal
Wyatt, Jennifer	Assistant Principal
Shirley, Allen	Principal
Lewis, Erin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy: After School Program

Minutes added to school year: 3,690

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

Strategy Rationale

Students will have additional exposure to preview/reinforce select skills/standards being taught in their classrooms.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shirley, Allen, allen.shirley@sumter.k12.fl.us

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

Teachers will implement pre and post tests using Discovery Education Assessments (DEA) for math and ELA.

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

SSMS offers a 5th grade visitation to all feeder schools which assists in the transition process from elementary to middle school. During this visit, students become familiar with the campus, the various

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

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

All students in 7th or 8th grade must take an elective course that includes a career planning component. Students must pass the course, create a career plan, and have this plan signed by their parents, themselves, and their instructor for promotion. This fosters conversations between parents, instructors, and students about future course selections and career options. If the promotion requirement is met in 7th grade, students must revisit their career plan in 8th grade. Students are also required to conduct interest surveys to help them decide which career/course path to choose. AVID students also receive this component with the AVID elective. The AVID program accelerates student learning by teaching students college readiness skills. Students learn information about future courses and colleges that are suited to their interests.

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

SSMS utilizes AVID strategies in all courses. Eligible students are placed into an AVID elective to learn college readiness skills. The school has a college readiness week. Each grade has accelerated courses in language arts, science, math, and reading. Seventh and Eighth grade students can take Algebra I to obtain high school credit. Eighth grade students can also take a geometry course and a physical science course for high school credit. In addition, SSMS offers Agriculture Foundations and CCC to eighth graders where they can earn HS credit. These courses offer students the opportunity for advancement prior to entering high school.

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

SSMS offers Algebra 1, Geometry and Physical Science Honors that select students may take to earn high school credits. In addition, SSMS offers Agriculture Foundations and CCC to eighth graders where they can earn HS credit. These courses offer students the opportunity for advancement prior to entering high school. AVID strategies, including the use of Cornell Notes, are utilized in all classes to foster a college and career readiness environment.

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** According to 2014 data, there were 720 disciplinary incidents recorded. This number will be reduced by 10% in 2015.
- G2.** In 2014, 43 students in grades 6-8 had 10 or more unexcused absences. In 2015, this number will decrease by 25%.
- G3.** Based on the analysis of 2014 Civics EOC, 53% of students scored proficient. In 2015, 58% of students will score proficient on the Civics EOC.
- G4.** Based on the analysis of 2014 FCAT 2.0 Reading, 67% of students in the lowest quartile made learning gains. In 2015, 72% of students in the lowest quartile will make learning gains on the ELA Florida State Assessment.
- G5.** Based on the analysis of 2014 FCAT 2.0 Reading, 65% of students made learning gains. In 2015, 70% of students will make learning gains on the 2015 ELA Florida State Assessment.
- G6.** Based on the analysis of 2014 FCAT 2.0 data, 60% of students earned a Level 3 or higher in Reading and 68% earned a 3.5 or higher on FCAT Writing 2.0. In 2015, 69% of students will earn a combined proficient score on the ELA Florida Standards Assessment.
- G7.** Based on the analysis of 2014 FAA Reading data, 89% of the students tested in grades 6-8 earned a score of 7,8,or 9. In 2015, 94% of all students in grades 6-8 will achieve a score of 7, 8, or 9 on the 2015 FAA.
- G8.** Based on the analysis of the 2014 FCAT 2.0 Math data, 62% of the students tested in grades 6-8 earned a score of 3 or higher. In 2015, 67% of the students in grades 6-8 will score proficient on the Florida Standards Assessment.
- G9.** Based on the analysis of the 2014 FCAT 2.0 Science data, 49% of the students tested in grade 8 earned a score of 3 or higher. In 2015, 54% of the students in grade 8 will earn a score of 3 or higher.

- G10.** In 2014, there were 1,621 parental volunteer hours. Parental volunteer hours will increase by 5% for the 2014-2015 school year.

- G11.** Based on the analysis of 2014 FAA Math data 80% of the students test in grades 6-8 earned a score of 7, 8, or 9. In 2015, 85% of students in grades 6-8 will achieve a score of 7, 8, or 9 on the 2015 FAA.

- G12.** Based on the analysis of 2014 FAA Writing data 50% of the students tested in grades 6-8 earned a score of a 7 or higher. In 2015, 55% of all students in grades 6-8 will score a 7 or higher on the 2014 FAA Writing.

- G13.** Based on the analysis of the 2014 FCAT 2.0 Math test, 59% of students in the lowest quartile showed learning gains. In 2015, 64% of students will make learning gains on the Florida Standards Assessment.

- G14.** Based on the analysis of the 2014 FCAT 2.0 Math test, 70% of students showed learning gains. In 2015, 75% of students will make learning gains on the Florida Standards Assessment.

- G15.** Based on the analysis of 2014 FAA Science data, 50% of the students tested in grades 6-8 earned a score of 7 or higher. In 2015, 55% of all students tested in grades 6-8 will score 7 or higher on the 2015 FAA.

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. According to 2014 data, there were 720 disciplinary incidents recorded. This number will be reduced by 10% in 2015. 1a

G047536

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Differences in cultural expectations

Plan to Monitor Progress Toward G1. 8

Parents will receive communication from the school in a variety of ways prior to the student receiving a long conduct.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

G2. In 2014, 43 students in grades 6-8 had 10 or more unexcused absences. In 2015, this number will decrease by 25%. 1a

G047495

Targets Supported 1b

Indicator	Annual Target
Attendance rate	25.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Jennifer Wyatt

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

G3. Based on the analysis of 2014 Civics EOC, 53% of students scored proficient. In 2015, 58% of students will score proficient on the Civics EOC. 1a

G046998

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- DBQ Projects, Achieve 3000, Textbook Interactive Whiteboard Activities
- Florida Standards and Curriculum Map

Targeted Barriers to Achieving the Goal 3

- Connecting civics concepts with other subject areas

Plan to Monitor Progress Toward G3. 8

Teachers will incorporate civis concepts into ELA lessons as appropriate. Civis teachers will collaborate to develop lessons that focus on necessary target areas.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Formative Assessments, Civics EOC, Lesson Plans, Student Work Samples

G4. Based on the analysis of 2014 FCAT 2.0 Reading, 67% of students in the lowest quartile made learning gains. In 2015, 72% of students in the lowest quartile will make learning gains on the ELA Florida State Assessment. 1a

 G046893

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

- 6th period is used to target reading and writing skills
- Intensive Reading and Intensive ELA classes
- The reading coach will provide resources and guidance to help teachers focus on specific skills
- SRA data, NAEP data, SuccessMaker, STAR data, Formative Assessments, FSA

Targeted Barriers to Achieving the Goal 3

- Tier 3 bottom quartile students need targeted instructional strategies in as small group setting
- Teachers are teaching outside of their comfort zone due to the change in standards and uncertain nature of the new test

Plan to Monitor Progress Toward G4. 8

Tier 3 students will be scheduled with a Highly Qualified Reading teacher for an additional intervention period

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Attendance records, SuccessMaker, Student Work Samples

G5. Based on the analysis of 2014 FCAT 2.0 Reading, 65% of students made learning gains. In 2015, 70% of students will make learning gains on the 2015 ELA Florida State Assessment. 1a

G046868

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- The reading coach will provide resources and guidance to help teacher focus on specific skills
- SRA data, NAEP data, STAR data, Formative Assessments will be used to guide instruction and also help determine appropriate placement of students

Targeted Barriers to Achieving the Goal 3

- Higher performing students need higher complexity in text and assignments in order to increase learning gains
- Teachers are teaching outside of their comfort zone due to the change in standards and uncertain nature of the new test

Plan to Monitor Progress Toward G5. 8

Teachers to introduce supplemental text and increase rigor of assignments

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

G6. Based on the analysis of 2014 FCAT 2.0 data, 60% of students earned a Level 3 or higher in Reading and 68% earned a 3.5 or higher on FCAT Writing 2.0. In 2015, 69% of students will earn a combined proficient score on the ELA Florida Standards Assessment. 1a

G046667

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	69.0

Resources Available to Support the Goal 2

- Core Connections
- Curriculum Maps and Timelines
- Writing Rubrics will be discussed with students and reviewed after each formative assessment
- The ELA department will meet to participate in data chats
- Formative Assessments, Achieve 3000, and SuccessMaker data are analyzed to guide instruction
- ELA teachers will collaborate with other content area teachers to share writing rubric and assist in "writing to learn" across curriculum
- 6th period will be used to target specific reading and writing skills
- Intensive reading and intensive ELA classes
- The reading coach will provide resources and guidance to help teachers focus on specific skills
- SRA tests, FSA test, NAEP data, STAR tests, and Formative tests will be used to guide instruction and also help determine appropriate placement of students

Targeted Barriers to Achieving the Goal 3

- Some students need additional time to master the FSA Writing rubric and Language Arts Florida Standards
- Consistent use of data to improve instruction

Plan to Monitor Progress Toward G6. 8

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

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

G7. Based on the analysis of 2014 FAA Reading data, 89% of the students tested in grades 6-8 earned a score of 7,8,or 9. In 2015, 94% of all students in grades 6-8 will achieve a score of 7, 8, or 9 on the 2015 FAA. 1a

 G037956

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	94.0

Resources Available to Support the Goal 2

- Unique Learning Systems
- SuccessMaker
- SRA Reading Mastery

Targeted Barriers to Achieving the Goal 3

- Ensuring that all access points are taught.

Plan to Monitor Progress Toward G7. 8

Working with timelines and access point guidelines.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015

G8. Based on the analysis of the 2014 FCAT 2.0 Math data, 62% of the students tested in grades 6-8 earned a score of 3 or higher. In 2015, 67% of the students in grades 6-8 will score proficient on the Florida Standards Assessment. 1a

 G037957

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	72.0

Resources Available to Support the Goal 2

- Curriculum Maps
- Professional Learning Communities plan and collaborate with other teachers to develop lesson plans that address student weaknesses
- Performance Matters: helps teachers determine areas to target
- After-school program for selected underperforming students if funds are available
- Successmaker in 6th period for selected students as well as one period on Wednesdays 2nd - 3rd nine weeks
- AVID strategies are used school wide

Targeted Barriers to Achieving the Goal 3

- Ensuring that all standards and benchmarks are taught, data is used to drive instruction, and identifying gaps and overlap in curriculum.
- Students need additional instructional time to master math benchmarks and strands.
- Academically high achieving students are not challenged in standard math course.
- Consistent collaboration between teachers and lesson development. Connecting math concepts with other subject areas such as writing and marking the text in ELA.

Plan to Monitor Progress Toward G8. 8

Review of SuccessMaker Reports, Grades, Formative Assessments and FSA

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administrative Conference Minutes, PLC Meeting Minutes

G9. Based on the analysis of the 2014 FCAT 2.0 Science data, 49% of the students tested in grade 8 earned a score of 3 or higher. In 2015, 54% of the students in grade 8 will earn a score of 3 or higher. 1a

Targets Supported 1b

G037959

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Curriculum Maps
- Gizmos
- Professional Learning Communities will plan and collaborate with other teachers to develop lesson plans that address student background knowledge weaknesses throughout a lesson.
- Sumter Environmental Educational Center
- Study Island
- Discovery Education
- BrainPop
- Achieve 3000
- Formative Assessments

Targeted Barriers to Achieving the Goal 3

- Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.
- Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction.
- Students have difficulty understanding content area vocabulary.
- Students have limited experience with science in a real world setting.

Plan to Monitor Progress Toward G9. 8

Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 9/16/2014

Evidence of Completion

PLCs minutes, department meeting minutes, 2015 FCAT Science scores, lessons created, classroom projects/tests

G10. In 2014, there were 1,621 parental volunteer hours. Parental volunteer hours will increase by 5% for the 2014-2015 school year. 1a

G037960

Targets Supported 1b

Indicator	Annual Target
	5.0

Resources Available to Support the Goal 2

- The school will hold an open house, orientation, and AVID night where volunteer applications will be available for parents to completed.
- Upon request, email is used to inform parents of school events and class assignments.
- Teachers on campus who serve as translators as needed for Spanish speaking parents. The school will translate forms and information into parent's native language when possible.
- The school will provide "Parent Tips" to parents monthly through the school's newsletter.
- The school's website will be maintained with current events and links to teams.
- Teams will send positive postcards, positive referrals, and positive phone calls to selected students every nine-week grading period.
- School wide student planners are utilized to communicate with parents.

Targeted Barriers to Achieving the Goal 3

- Communication with parents and bringing parents and staff together

Plan to Monitor Progress Toward G10. 8

Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.

Person Responsible

Jennifer Wyatt

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Monthly account of parental volunteer hours.

G11. Based on the analysis of 2014 FAA Math data 80% of the students test in grades 6-8 earned a score of 7, 8, or 9. In 2015, students 85% of students in grades 6-8 will achieve a score of 7, 8, or 9 on the 2015 FAA. 1a

Targets Supported 1b

 G037961

Indicator	Annual Target
FAA Mathematics Proficiency	85.0

Resources Available to Support the Goal 2

- Unique Learning Systems
- SuccessMaker
- Florida Access Points

Targeted Barriers to Achieving the Goal 3

- Connecting math concepts with other subject areas.

Plan to Monitor Progress Toward G11. 8

ESE teachers will point out mathematical terms in other content areas.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Student Work Samples, Classroom Assessments, 2015 FAA

G12. Based on the analysis of 2014 FAA Writing data 50% of the students tested in grades 6-8 earned a score of a 7 or higher. In 2015, 55% of all students in grades 6-8 will score a 7 or higher on the 2014 FAA Writing. 1a

 G037962

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	55.0

Resources Available to Support the Goal 2

- Unique Learning Systems
- Florida Access Points

Targeted Barriers to Achieving the Goal 3

- Students need to be writing across the curriculum and teachers need to cover all ELA access points.

Plan to Monitor Progress Toward G12. 8

Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Classroom Assessments, Student Writing Samples, 2015 FAA

G13. Based on the analysis of the 2014 FCAT 2.0 Math test, 59% of students in the lowest quartile showed learning gains. In 2015, 64% of students will make learning gains on the Florida Standards Assessment.

1a

 G037963

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	64.0

Resources Available to Support the Goal 2

- Successmaker
- Professional Learning Communities
- Performance Matters will be used to analyze data to target specific mathematical skills.

Targeted Barriers to Achieving the Goal 3

- Ensuring that data is used to drive instruction and identify gaps and overlaps in the curriculum and ensuring that all benchmarks are taught.
- Students need additional time to master benchmarks and strands. They need additional practice in developing math fluency skills.

Plan to Monitor Progress Toward G13. 8

Selected students who are not proficient will receive targeted instruction on SuccessMaker during the 2nd and 3rd nine weeks for one period a week.

Person Responsible

Allen Shirley

Schedule

Weekly, from 10/13/2014 to 5/27/2015

Evidence of Completion

Grades, Formative Assessments, FSA

G14. Based on the analysis of the 2014 FCAT 2.0 Math test, 70% of students showed learning gains. In 2015, 75% of students will make learning gains on the Florida Standards Assessment. 1a

G037965

Targets Supported 1b

Indicator	Annual Target
Math Gains	75.0

Resources Available to Support the Goal 2

- SuccessMaker
- Teachers will utilize PLCs to engage in data chats
- Algebra Nation
- Performance Matters will be utilized to target specific skills deficits.
- Math textbooks and other resources

Targeted Barriers to Achieving the Goal 3

- Ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum and ensuring that all benchmarks and standards are taught.
- Students need additional instructional time to master math benchmarks and strands and need additional practice in developing math fluency skills.

Plan to Monitor Progress Toward G14. 8

The school will provide an after school program during the 2nd -4th nine weeks if funds are available for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction one day per week during one class period.

Person Responsible

Allen Shirley

Schedule

Weekly, from 10/13/2014 to 5/27/2015

Evidence of Completion

After School roster, Wednesday, 2014 FCAT Math data

G15. Based on the analysis of 2014 FAA Science data, 50% of the students tested in grades 6-8 earned a score of 7 or higher. In 2015, 55% of all students tested in grades 6-8 will score 7 or higher on the 2015 FAA. 1a

 G037966

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	55.0

Resources Available to Support the Goal 2

- Unique Learning Systems
- Access Point Standards

Targeted Barriers to Achieving the Goal 3

- Understanding that science is in everyday life.

Plan to Monitor Progress Toward G15. 8

Teachers will conduct classroom tests and projects throughout the school year.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA

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. According to 2014 data, there were 720 disciplinary incidents recorded. This number will be reduced by 10% in 2015. **1**

 **G047536**

G1.B1 Differences in cultural expectations **2**

 **B118441**

G1.B1.S1 Early warning communication so parents are aware of school expectations. **4**

 **S130225**

Strategy Rationale

Parents will receive communication from the school in a variety of ways prior to the student receiving a long conduct.

Action Step 1 **5**

Early warning communication so parents are aware of school expectations.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

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

Early warning communication so parents are aware of school expectations.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

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

Early warning communication so parents are aware of school expectations.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

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


G2. In 2014, 43 students in grades 6-8 had 10 or more unexcused absences. In 2015, this number will decrease by 25%. **1**

 G047495

G2.B1 Parents do not understand the importance of the student's attendance and the effect it has on the student's instructional time that is missed. **2**

 B118237

G2.B1.S1 The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored. **4**

 S130095

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Jennifer Wyatt

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

Jennifer Wyatt

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

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

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

Person Responsible

Jennifer Wyatt

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

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

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

Person Responsible

Jennifer Wyatt


Schedule

Weekly, from 8/7/2014 to 5/27/2015


Evidence of Completion

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


G3. Based on the analysis of 2014 Civics EOC, 53% of students scored proficient. In 2015, 58% of students will score proficient on the Civics EOC. 1

 G046998

G3.B1 Connecting civics concepts with other subject areas 2

 B116890

G3.B1.S1 ELA teachers will incorporate Civics concepts into their Reading and writing curriculum. 4

 S128580

Strategy Rationale

Teachers will incorporate civis concepts into ELA lessons as appropriate. Civis teachers will collaborate to develop lessons that focus on necessary target areas.

Action Step 1 5

ELA teachers will incorporate Civics concepts into their Reading and writing curriculum.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans, Student Work Samples, Formative Assessments, Civcis EOC

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

ELA teachers will incorporate Civics concepts into their Reading and writing curriculum.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson Plans, Student Work Samples, Formative Assessments, Civcis EOC

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

ELA teachers will incorporate Civics concepts into their Reading and writing curriculum.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015


Evidence of Completion

Lesson Plans, Student Work Samples, Formative Assessments, Civics EOC

G4. Based on the analysis of 2014 FCAT 2.0 Reading, 67% of students in the lowest quartile made learning gains. In 2015, 72% of students in the lowest quartile will make learning gains on the ELA Florida State Assessment. 1

 G046893

G4.B1 Tier 3 bottom quartile students need targeted instructional strategies in as small group setting 2

 B116550

G4.B1.S1 Tier 3 students require small group setting and benefit from targeted instructional strategies

4

 S128259

Strategy Rationale

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

Action Step 1 5

Tier 3 students require small group setting and benefit from targeted instructional strategies

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

SuccessMaker, Attendance Records, Student Work Samples

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

Tier 3 students require small group setting and benefit from targeted instructional strategies

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

SuccessMaker, Attendance Records, Student Work Samples

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

Tier 3 students require small group setting and benefit from targeted instructional strategies

Person Responsible

Allen Shirley


Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

SuccessMaker, Attendance Records, Student Work Samples

G4.B2 Teachers are teaching outside of their comfort zone due to the change in standards and uncertain nature of the new test **2**

 B116551

G4.B2.S1 Teachers are transitioning instruction to the new standards without having prior experience or confirmation of what the format and content will be on the FSA **4**

 S128261

Strategy Rationale

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Action Step 1 **5**

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teachers are aligning their lesson plans to the standards and test specs

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

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teachers are aligning their lesson plans to the standards and test specs

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

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015


Evidence of Completion

Teachers are aligning their lesson plans to the standards and test specs

G5. Based on the analysis of 2014 FCAT 2.0 Reading, 65% of students made learning gains. In 2015, 70% of students will make learning gains on the 2015 ELA Florida State Assessment. 1

 G046868

G5.B1 Higher performing students need higher complexity in text and assignments in order to increase learning gains 2

 B116479

G5.B1.S1 Teachers will introduce supplemental text and increase rigor of assignments via Springboard curriculum 4

 S128202

Strategy Rationale

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

Action Step 1 5

Teachers to introduce supplemental text and increase rigor of assignments

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Formative Assessments, Student Work Samples, Teacher Lesson Plans, FSA

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

Teachers to introduce supplemental text and increase rigor of assignments

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

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

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

Teachers will introduce supplemental text and increase rigor of assignments

Person Responsible

Allen Shirley


Schedule

Weekly, from 8/7/2014 to 5/27/2015


Evidence of Completion

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

G5.B2 Teachers are teaching outside of their comfort zone due to the change in standards and uncertain nature of the new test **2**

 B116480

G5.B2.S1 Language Arts Florida Standards are new for teachers and test information is still unfinalized **4**

 S128240

Strategy Rationale

Teachers are transitioning instruction to the new standards without having prior experience or confirmation of what the format and content will be on the FSA

Action Step 1 **5**

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teachers are aligning their lesson plans to the standards and test specs

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

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teachers are aligning their lesson plans to the standards and test specs

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

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teachers are aligning their lesson plans to the standards and test specs

G6. Based on the analysis of 2014 FCAT 2.0 data, 60% of students earned a Level 3 or higher in Reading and 68% earned a 3.5 or higher on FCAT Writing 2.0. In 2015, 69% of students will earn a combined proficient score on the ELA Florida Standards Assessment. 1

 G046667

G6.B1 Some students need additional time to master the FSA Writing rubric and Language Arts Florida Standards 2

 B115786

G6.B1.S1 ELA teachers will collaborate with other content teachers to share the writing rubric and ELA teachers unpacked the LA standards with the students. 4

 S127464

Strategy Rationale

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

Action Step 1 5

ELA teachers will collaborate with other content teachers to share the writing rubric and ELA teachers unpacked the LA standards with the students.

Person Responsible

Allen Shirley

Schedule

On 5/27/2015

Evidence of Completion

Formative Assessments, Student Samples, FSA

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

ELA teachers will collaborate with other content teachers to share the writing rubric and ELA teachers unpacked the LA standards with the students.

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Formative Assessments, Department Meeting Minutes, Student Samples, FSA

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

ELA teachers will collaborate with other content teachers to share the writing rubric and ELA teachers unpacked the LA standards with the students.

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion


Department Meeting Minutes, Formative Assessments, Student Samples, FSA, Walk through Data

G7. Based on the analysis of 2014 FAA Reading data, 89% of the students tested in grades 6-8 earned a score of 7,8,or 9. In 2015, 94% of all students in grades 6-8 will achieve a score of 7, 8, or 9 on the 2015 FAA.


1

 G037956

G7.B1 Ensuring that all access points are taught. 2

 B091256

G7.B1.S1 Working with timelines and access point guidelines. 4

 S102139

Strategy Rationale

Working with timelines and and access point guidelines.

Action Step 1 5

Working with timelines and access point guidelines.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015

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

Working with timelines and access point guidelines.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015

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

Working with timelines and access point guidelines.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015


G8. Based on the analysis of the 2014 FCAT 2.0 Math data, 62% of the students tested in grades 6-8 earned a score of 3 or higher. In 2015, 67% of the students in grades 6-8 will score proficient on the Florida Standards Assessment. 1

 G037957

G8.B1 Ensuring that all standards and benchmarks are taught, data is used to drive instruction, and identifying gaps and overlap in curriculum. 2

 B091257

G8.B1.S1 All mathematics teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Florida Standards are taught. Math teachers will meet monthly to collaborate on data and determine areas to target. 4

 S102140

Strategy Rationale

Assurance that all standards are taught and are used to drive instruction.

Action Step 1 5

Assurance that all standards are taught and that data are used to drive instruction.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC and department meeting minutes.

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

Assurance that all standards are taught and that data is used to drive instruction.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC and department meeting minutes

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

Assurance that all standards are taught and that data are used to drive instruction.

Person Responsible

Allen Shirley


Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

PLC and department meeting minutes

G8.B2 Students need additional instructional time to master math benchmarks and strands. 2

 B091258

G8.B2.S1 The school will provide selected students with additional instructional time on SuccessMaker. Priority will be given to students who score Level 1 or 2 of the FCAT 2.0 Math assessment. 4

 S102141

Strategy Rationale

Students need additional time to ensure mastery of math standards.

Action Step 1 5

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

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administrative Conference Minutes/Invitee List Showing Math Levels Based on 2014 FCAT

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

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

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administrative Conference Minutes/Invitee List showing Math Levels Based on 2014 FCAT

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

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

Person Responsible

Allen Shirley


Schedule

Weekly, from 8/7/2014 to 5/27/2015


Evidence of Completion

Administrative Conference Minutes, Grades, Formative Assessments, FSA

G8.B3 Academically high achieving students are not challenged in standard math course. 2

 B091259

G8.B3.S1 Students scoring Level 3, 4, and 5 on the 2014 FCAT will be considered for Advanced Math, Algebra I, Algebra I Honors, and Geometry using a variety of data sources. 4

 S102142

Strategy Rationale

Academically high achieving students need more rigorous accelerated courses.

Action Step 1 5

The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.

Person Responsible

Allen Shirley

Schedule

On 5/27/2015

Evidence of Completion

2014 FCAT Math, Teacher Recommendations

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.

Person Responsible

Allen Shirley

Schedule

On 5/27/2015

Evidence of Completion

2014 FCAT Math, Teacher Recommendations

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.

Person Responsible

Allen Shirley


Schedule

On 5/27/2015


Evidence of Completion

2014 FCAT Math, Grades, Formative assessments, FSA, EOC

G8.B4 Consistent collaboration between teachers and lesson development. Connecting math concepts with other subject areas such as writing and marking the text in ELA. 2

 B091260

G8.B4.S1 Math teachers will connect math concepts with other subject areas. 4

 S102143

Strategy Rationale

Teachers will incorporate strategies that focus on writing, inquiry, collaboration, organization and reading.

Action Step 1 5

Teachers will incorporate AVID strategies that focus on writing, inquiry, collaboration, organization and reading.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Math Interactive Notebooks, Assessments, Lesson Plans, Student Work

Plan to Monitor Fidelity of Implementation of G8.B4.S1 6

Teachers will incorporate AVID strategies that focus on writing, inquiry, collaboration, organization and reading.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Math Interactive Notebooks, Assessments, Lesson Plans, Student Work

Plan to Monitor Effectiveness of Implementation of G8.B4.S1 7

Teachers will incorporate AVID strategies that focus on writing, inquiry, collaboration, organization and reading.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

Math Interactive Notebooks, Assessments, Lesson Plans, Student Work

G9. Based on the analysis of the 2014 FCAT 2.0 Science data, 49% of the students tested in grade 8 earned a score of 3 or higher. In 2015, 54% of the students in grade 8 will earn a score of 3 or higher. 1

 G037959

G9.B1 Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development. 2

 B091265

G9.B1.S1 Teachers will follow the district curriculum map and course timeline for prioritized skills to ensure all students receive guaranteed and viable curriculum 4

 S102148

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLCs minutes, department meeting minutes, 2015 FCAT Science scores

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

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

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLCs minutes, department meeting minutes, 2015 FCAT Science scores

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

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

Person Responsible

Allen Shirley


Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLCs minutes, department meeting minutes, 2015 FCAT Science scores

G9.B1.S2 Ensuring that data is used to drive instruction and identifying gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development. 4

 S102149

Strategy Rationale

Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.

Action Step 1 5

Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLCs minutes, department meeting minutes, 2015 FCAT Science scores

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLCs minutes, department meeting minutes, 2015 FCAT Science scores

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.

Person Responsible

Allen Shirley


Schedule

Weekly, from 8/7/2014 to 5/27/2015


Evidence of Completion

PLCs minutes, department meeting minutes, 2015 FCAT Science scores

G9.B2 Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction. 2

 B091266

G9.B2.S1 Science teachers will increase hands-on, guided inquiry lessons, incorporating writing strategies and collaboration. 4

 S102150

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

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

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

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

Person Responsible

Allen Shirley


Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

G9.B2.S2 Students will conduct a scientific inquiry using the scientific method and use Gizmo virtual labs. **4**

 S102151

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

Plan to Monitor Fidelity of Implementation of G9.B2.S2 **6**

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

Person Responsible

Allen Shirley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

Plan to Monitor Effectiveness of Implementation of G9.B2.S2 7

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

Person Responsible

Allen Shirley


Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC Minutes and Administrative Conference Minutes

G9.B2.S3 All students will complete a science project using the scientific method. 4

 S102152

Strategy Rationale

Completion of science project using the scientific method.

Action Step 1 5

Completion of science project using the scientific method.

Person Responsible

Allen Shirley

Schedule

On 12/19/2014

Evidence of Completion

Teacher Lesson Plans, Student Projects

Plan to Monitor Fidelity of Implementation of G9.B2.S3 6

Completion of science project using the scientific method.

Person Responsible

Allen Shirley

Schedule

On 12/19/2014

Evidence of Completion

Teacher Lesson Plans, Student Projects

Plan to Monitor Effectiveness of Implementation of G9.B2.S3 7

Completion of science project using the scientific method.

Person Responsible

Allen Shirley


Schedule

On 12/19/2014


Evidence of Completion

Teacher Lesson Plans, Student Projects

G9.B3 Students have difficulty understanding content area vocabulary. 2

 B091267

G9.B3.S1 Teachers will incorporate content area reading strategies and specific vocabulary strategies to increase student comprehension of science text. 4

 S102154

Strategy Rationale

Incorporate reading strategies and specific vocabulary strategies into lessons.

Action Step 1 5

Incorporate reading strategies and specific vocabulary strategies into lessons.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Walk throughs

Plan to Monitor Fidelity of Implementation of G9.B3.S1 6

Incorporate reading strategies and specific vocabulary strategies into lessons.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Walk throughs, Formatives

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 7

Incorporate reading strategies and specific vocabulary strategies into lessons.

Person Responsible

Allen Shirley


Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

Teacher Lesson Plans, Walk throughs, Formatives

G9.B4 Students have limited experience with science in a real world setting. **2**

 B091268

G9.B4.S1 Students participate in Environmental Science Activities through the Sumter Environmental Education Center and the Marine Science Center. **4**

 S102155

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2015 FCAT Science Scores, Classroom Projects

Plan to Monitor Fidelity of Implementation of G9.B4.S1 **6**

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

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2015 FCAT Science Scores, Classroom Projects

Plan to Monitor Effectiveness of Implementation of G9.B4.S1 7

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

Person Responsible

Allen Shirley

Schedule

Quarterly, from 8/7/2014 to 5/27/2015


Evidence of Completion

Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2015 FCAT Science Scores, Classroom Projects

G10. In 2014, there were 1,621 parental volunteer hours. Parental volunteer hours will increase by 5% for the 2014-2015 school year. 1

 G037960

G10.B1 Communication with parents and bringing parents and staff together 2

 B091269

G10.B1.S1 Monthly newsletters, weekly team emails to parents, student planners, the school's website, language translation as needed, and the volunteer coordinator will be used to communicate with parents. 4

 S102156

Strategy Rationale

Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.

Action Step 1 5

Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.

Person Responsible

Jennifer Wyatt

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Number of logged parental volunteer hours at the end of the year.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.

Person Responsible

Schedule

Evidence of Completion

The number of logged parental volunteer hours that the end of the year.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.

Person Responsible

Jennifer Wyatt

Schedule

Monthly, from 8/7/2014 to 5/27/2015


Evidence of Completion

Number of logged parental volunteer hours at the end of the school year.


G11. Based on the analysis of 2014 FAA Math data 80% of the students test in grades 6-8 earned a score of 7, 8, or 9. In 2015, 85% of students in grades 6-8 will achieve a score of 7, 8, or 9 on the 2015 FAA. **1**

 G037961

G11.B1 Connecting math concepts with other subject areas. **2**

 B091274

G11.B1.S1 ESE teachers will point out mathematical terms in other content areas. **4**

 S102164

Strategy Rationale

ESE teachers will point out mathematical terms in other content areas.

Action Step 1 **5**

ESE teachers will point out mathematical terms in other content areas.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Student Work Samples, Teacher Lesson Plans, 2015 FAA

Plan to Monitor Fidelity of Implementation of G11.B1.S1 **6**

ESE teachers will point out mathematical terms in other content areas.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Student Work Samples, Teacher Lesson Plans, 2015 FAA

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

ESE teachers will point out mathematical terms in other content areas.

Person Responsible

Allen Shirley


Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

Student Work Samples, Teacher Lesson Plans, 2015 FAA


G12. Based on the analysis of 2014 FAA Writing data 50% of the students tested in grades 6-8 earned a score of a 7 or higher. In 2015, 55% of all students in grades 6-8 will score a 7 or higher on the 2014 FAA Writing. 1

 G037962

G12.B1 Students need to be writing across the curriculum and teachers need to cover all ELA access points. 2

 B091275

G12.B1.S1 Teachers will have students writing in all content areas. Language Arts teacher will use Unique Learning Systems to teach writing access points. 4

 S102165

Strategy Rationale

Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.

Action Step 1 5

Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/7/2015

Evidence of Completion

Teacher Lesson Plans, Student Work Samples, 2015 FAA

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Student Work Samples, Teacher Lesson Plans, 2015 FAA

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.

Person Responsible


Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

2015 FAA, Teacher Lesson Plans, Student Work Samples


G13. Based on the analysis of the 2014 FCAT 2.0 Math test, 59% of students in the lowest quartile showed learning gains. In 2015, 64% of students will make learning gains on the Florida Standards Assessment. 1

 G037963

G13.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in the curriculum and ensuring that all benchmarks are taught. 2

 B091276

G13.B1.S1 Math teachers will meet periodically for data chats. 4

 S102166

Strategy Rationale

Math teachers will meet periodically for data chats to determine target areas for instruction.

Action Step 1 5

Math teachers will meet periodically for data chats to determine target areas for instruction.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes

Plan to Monitor Fidelity of Implementation of G13.B1.S1 6

Math teachers will meet periodically for data chats to determine target areas for instruction.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes

Plan to Monitor Effectiveness of Implementation of G13.B1.S1 7

Math teachers will meet periodically for data chats to determine target areas for instruction.

Person Responsible

Allen Shirley


Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

FSA, Formative Assessment

G13.B1.S2 All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught. 4

 S102167

Strategy Rationale

All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught.

Action Step 1 5

All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes

Plan to Monitor Fidelity of Implementation of G13.B1.S2 6

All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught.

Person Responsible

Allen Shirley

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes

Plan to Monitor Effectiveness of Implementation of G13.B1.S2 7

All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught.

Person Responsible

Allen Shirley


Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

Department Meeting Minutes, PLC Meetings

G13.B2 Students need additional time to master benchmarks and strands. They need additional practice in developing math fluency skills. **2**

 B091277

G13.B2.S1 The school will provide an after school program during the second, third, and fourth quarters for Level 1 and 2 students if funds are available. **4**

 S102168

Strategy Rationale

Select students who are not proficient will participate in an after school program if funds are available.

Action Step 1 **5**

Select students who are not proficient will participate in an after school program if funds are available.

Person Responsible

Allen Shirley

Schedule

Daily, from 10/13/2014 to 5/27/2015

Evidence of Completion

2014 FCAT Math scores, After School Program roster

Plan to Monitor Fidelity of Implementation of G13.B2.S1 **6**

Select students who are not proficient will participate in an after school program if funds are available.

Person Responsible

Allen Shirley

Schedule

Daily, from 10/13/2014 to 5/27/2015

Evidence of Completion

Formative Assessments, Grades, After School Program Roster

Plan to Monitor Effectiveness of Implementation of G13.B2.S1 7

Select students who are not proficient will participate in an after school program if funds are available.

Person Responsible

Allen Shirley

Schedule

Daily, from 10/13/2014 to 5/27/2015

Evidence of Completion

Formative Assessments, Grades, FSA, After School Program Roster

G13.B2.S2 Bottom quartile students will receive one additional period per week on SuccessMaker. 4

 S102169

Strategy Rationale

Select students who are not proficient will receive targeted instruction on SuccessMaker one period per week.

Action Step 1 5

Select students who are not proficient will receive targeted instruction on SuccessMaker one additional period per week on SuccessMaker.

Person Responsible

Allen Shirley

Schedule

Weekly, from 10/13/2014 to 5/27/2015

Evidence of Completion

2014 FCAT Math Scores

Plan to Monitor Fidelity of Implementation of G13.B2.S2 6

Select students who are not proficient will receive targeted instruction on SuccessMaker one additional period per week on SuccessMaker.

Person Responsible

Allen Shirley

Schedule

Weekly, from 10/13/2014 to 5/27/2015

Evidence of Completion

Grades, Formative Assessments

Plan to Monitor Effectiveness of Implementation of G13.B2.S2 7

Select students who are not proficient will receive targeted instruction on SuccessMaker one additional period per week on SuccessMaker.

Person Responsible

Allen Shirley


Schedule

Weekly, from 10/13/2014 to 5/27/2015


Evidence of Completion

Grades, Formative Assessments, FSA


G14. Based on the analysis of the 2014 FCAT 2.0 Math test, 70% of students showed learning gains. In 2015, 75% of students will make learning gains on the Florida Standards Assessment. 1

 G037965

G14.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum and ensuring that all benchmarks and standards are taught. 2

 B091281

G14.B1.S1 Math teachers will meet periodically for data chats. 4

 S102173

Strategy Rationale

Math teachers will meet periodically for data chats to select areas to target.

Action Step 1 5

Math teachers will meet periodically for data chats to select areas to target.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes, Formatives

Plan to Monitor Fidelity of Implementation of G14.B1.S1 6

Math teachers will meet periodically for data chats to select areas to target.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes, Formatives, Grades

Plan to Monitor Effectiveness of Implementation of G14.B1.S1 7

Math teachers will meet periodically for data chats to select areas to target.

Person Responsible

Allen Shirley


Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes, Formatives, Grades

G14.B1.S2 All math teachers will follow the district curriculum map in order to ensure that all skills from Florida Standards are taught. 4

 S102174

Strategy Rationale

All math teachers will follow the district curriculum map in order to ensure that all skills from Florida Standards are taught.

Action Step 1 5

All math teachers will follow the district curriculum map in order to ensure that all skills from the Florida Standards are taught.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes

Plan to Monitor Fidelity of Implementation of G14.B1.S2 6

All math teachers will follow the district curriculum map in order to ensure that all skills from the Florida Standards are taught.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Department Meeting Minutes, PLC Minutes

Plan to Monitor Effectiveness of Implementation of G14.B1.S2 7

All math teachers will follow the district curriculum map in order to ensure that all skills from the Florida Standards are taught.

Person Responsible

Allen Shirley


Schedule

Weekly, from 8/7/2014 to 5/27/2015


Evidence of Completion

Department Meeting Minutes, PLC Minutes

G14.B2 Students need additional instructional time to master math benchmarks and strands and need additional practice in developing math fluency skills. 2

 B091282

G14.B2.S1 The school will provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period. 4

 S102175

Strategy Rationale

Action Step 1 5

The school will provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Person Responsible

Schedule

Evidence of Completion

2014 FCAT Math, 6th period roster, after school roster

Plan to Monitor Fidelity of Implementation of G14.B2.S1 6

The school will provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Person Responsible

Schedule

Evidence of Completion

2014 FCAT Math, 6th period roster, after school roster

Plan to Monitor Effectiveness of Implementation of G14.B2.S1 7

The school will provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Person Responsible

Schedule

Evidence of Completion


2014 FCAT Math, after school roster, 6th period roster

G15. Based on the analysis of 2014 FAA Science data, 50% of the students tested in grades 6-8 earned a score of 7 or higher. In 2015, 55% of all students tested in grades 6-8 will score 7 or higher on the 2015 FAA.

1

 G037966

G15.B1 Understanding that science is in everyday life. 2

 B091283

G15.B1.S1 ESE teachers will point out that science is in all areas of life and is taught with hands on experiences. 4

 S102176

Strategy Rationale

Teachers will conduct classroom tests and projects throughout the school year.

Action Step 1 5

Teachers will conduct classroom tests and projects throughout the school year.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA

Plan to Monitor Fidelity of Implementation of G15.B1.S1 6

Teachers will conduct classroom tests and projects throughout the school year.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA

Plan to Monitor Effectiveness of Implementation of G15.B1.S1 7

Teachers will conduct classroom tests and projects throughout the school year.

Person Responsible

Allen Shirley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA

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
G7.B1.S1.A1	Working with timelines and access point guidelines.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015	5/27/2015 daily
G8.B1.S1.A1	Assurance that all standards are taught and that data are used to drive instruction.	Shirley, Allen	8/7/2014	PLC and department meeting minutes.	5/27/2015 daily
G8.B2.S1.A1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/7/2014	Administrative Conference Minutes/ Invitee List Showing Math Levels Based on 2014 FCAT	5/27/2015 weekly
G8.B3.S1.A1	The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.	Shirley, Allen	8/7/2014	2014 FCAT Math, Teacher Recommendations	5/27/2015 one-time
G8.B4.S1.A1	Teachers will incorporate AVID strategies that focus on writing, inquiry, collaboration, organization and reading.	Shirley, Allen	8/7/2014	Math Interactive Notebooks, Assessments, Lesson Plans, Student Work	5/27/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B1.S1.A1	Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.	Shirley, Allen	8/7/2014	PLCs minutes, department meeting minutes, 2015 FCAT Science scores	5/27/2015 daily
G9.B1.S2.A1	Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.	Shirley, Allen	8/7/2014	PLCs minutes, department meeting minutes, 2015 FCAT Science scores	5/27/2015 weekly
G9.B2.S1.A1	Analysis of data to determine the need for increasing inquiry lessons.	Shirley, Allen	8/7/2014	PLC Minutes and Administrative Conference Minutes	5/27/2015 monthly
G9.B2.S2.A1	Analysis of data to determine the need for increasing inquiry lessons.	Shirley, Allen	8/7/2014	PLC Minutes and Administrative Conference Minutes	5/27/2015 monthly
G9.B2.S3.A1	Completion of science project using the scientific method.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Projects	12/19/2014 one-time
G9.B3.S1.A1	Incorporate reading strategies and specific vocabulary strategies into lessons.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Walk throughs	5/27/2015 daily
G9.B4.S1.A1	Students need to increase opportunities to use science in real world settings.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2015 FCAT Science Scores, Classroom Projects	5/27/2015 quarterly
G10.B1.S1.A1	Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.	Wyatt, Jennifer	8/7/2014	Number of logged parental volunteer hours at the end of the year.	5/27/2015 monthly
G11.B1.S1.A1	ESE teachers will point out mathematical terms in other content areas.	Shirley, Allen	8/7/2014	Student Work Samples, Teacher Lesson Plans, 2015 FAA	5/27/2015 daily
G12.B1.S1.A1	Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Work Samples, 2015 FAA	5/7/2015 daily
G13.B1.S1.A1	Math teachers will meet periodically for data chats to determine target areas for instruction.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes	5/27/2015 weekly
G13.B1.S2.A1	All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes	5/27/2015 daily
G13.B2.S1.A1	Select students who are not proficient will participate in an after school program if funds are available.	Shirley, Allen	10/13/2014	2014 FCAT Math scores, After School Program roster	5/27/2015 daily
G13.B2.S2.A1	Select students who are not proficient will receive targeted instruction on SuccessMaker one additional period per week on SuccessMaker.	Shirley, Allen	10/13/2014	2014 FCAT Math Scores	5/27/2015 weekly
G14.B1.S1.A1	Math teachers will meet periodically for data chats to select areas to target.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes, Formatives	5/27/2015 weekly
G14.B1.S2.A1	All math teachers will follow the district curriculum map in order to ensure that all skills from the Florida Standards are taught.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes	5/27/2015 weekly
G14.B2.S1.A1	The school will provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.		2014 FCAT Math, 6th period roster, after school roster	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G15.B1.S1.A1	Teachers will conduct classroom tests and projects throughout the school year.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA	5/27/2015 weekly
G6.B1.S1.A1	ELA teachers will collaborate with other content teachers to share the writing rubric and ELA teachers unpacked the LA standards with the students.	Shirley, Allen	8/7/2014	Formative Assessments, Student Samples, FSA	5/27/2015 one-time
G5.B1.S1.A1	Teachers to introduce supplemental text and increase rigor of assignments	Shirley, Allen	8/7/2014	Formative Assessments, Student Work Samples, Teacher Lesson Plans, FSA	5/27/2015 weekly
G5.B2.S1.A1	Language Arts Florida Standards are new for teachers and test information is still unfinalized	Shirley, Allen	8/7/2014	Teachers are aligning their lesson plans to the standards and test specs	5/27/2015 weekly
G4.B1.S1.A1	Tier 3 students require small group setting and benefit from targeted instructional strategies	Shirley, Allen	8/7/2014	SuccessMaker, Attendance Records, Student Work Samples	5/27/2015 daily
G4.B2.S1.A1	Language Arts Florida Standards are new for teachers and test information is still unfinalized	Shirley, Allen	8/7/2014	Teachers are aligning their lesson plans to the standards and test specs	5/27/2015 weekly
G3.B1.S1.A1	ELA teachers will incorporate Civics concepts into their Reading and writing curriculum.	Shirley, Allen	8/7/2014	Lesson Plans, Student Work Samples, Formative Assessments, Civics EOC	5/27/2015 weekly
G2.B1.S1.A1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	Wyatt, Jennifer	8/7/2014	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2015 weekly
G1.B1.S1.A1	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/7/2014	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2015 daily
G2.B1.S1.A2	The students with excessive absences are placed on a targeted attendance list where there attendance is closely monitored.	Wyatt, Jennifer	8/7/2014	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2015 weekly
G1.MA1	Parents will receive communication from the school in a variety of ways prior to the student receiving a long conduct.	Shirley, Allen	8/7/2014	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2015 daily
G1.B1.S1.MA1	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/7/2014	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2015 daily
G1.B1.S1.MA1	Early warning communication so parents are aware of school expectations.	Shirley, Allen	8/7/2014	Parent calls, parent notes, lunch detention, and short conduct forms	5/27/2015 daily
G2.MA1	Students on the target list are closely monitored to ensure they are at school. Attendance child study meetings are held and referrals to Youth and Family Alternatives are made to assist families with truant students.	Wyatt, Jennifer	8/7/2014	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2015 weekly
G2.B1.S1.MA1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	Wyatt, Jennifer	8/7/2014	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2015 weekly
G2.B1.S1.MA1	The students with excessive absences are placed on a targeted attendance list where their attendance is closely monitored.	Wyatt, Jennifer	8/7/2014	Parent phone calls, attendance letters, attendance child study team meetings, referrals to Youth and Family Alternatives	5/27/2015 weekly
G3.MA1	Teachers will incorporate civis concepts into ELA lessons as appropriate. Civis teachers will collaborate to develop lessons that focus on necessary target areas.	Shirley, Allen	8/7/2014	Formative Assessments, Civics EOC, Lesson Plans, Student Work Samples	5/27/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	ELA teachers will incorporate Civics concepts into their Reading and writing curriculum.	Shirley, Allen	8/7/2014	Lesson Plans, Student Work Samples, Formative Assessments, Civics EOC	5/27/2015 weekly
G3.B1.S1.MA1	ELA teachers will incorporate Civics concepts into their Reading and writing curriculum.	Shirley, Allen	8/7/2014	Lesson Plans, Student Work Samples, Formative Assessments, Civics EOC	5/27/2015 weekly
G4.MA1	Tier 3 students will be scheduled with a Highly Qualified Reading teacher for an additional intervention period	Shirley, Allen	8/7/2014	Attendance records, SuccessMaker, Student Work Samples	5/27/2015 daily
G4.B1.S1.MA1	Tier 3 students require small group setting and benefit from targeted instructional strategies	Shirley, Allen	8/7/2014	SuccessMaker, Attendance Records, Student Work Samples	5/27/2015 daily
G4.B1.S1.MA1	Tier 3 students require small group setting and benefit from targeted instructional strategies	Shirley, Allen	8/7/2014	SuccessMaker, Attendance Records, Student Work Samples	5/27/2015 daily
G4.B2.S1.MA1	Language Arts Florida Standards are new for teachers and test information is still unfinalized	Shirley, Allen	8/7/2014	Teachers are aligning their lesson plans to the standards and test specs	5/27/2015 weekly
G4.B2.S1.MA1	Language Arts Florida Standards are new for teachers and test information is still unfinalized	Shirley, Allen	8/7/2014	Teachers are aligning their lesson plans to the standards and test specs	5/27/2015 weekly
G5.MA1	Teachers to introduce supplemental text and increase rigor of assignments	Shirley, Allen	8/7/2014	Formative Assessments, FSA, Walk-through Data, Department Meeting Minutes, Teacher Lesson Plans, Student Work Samples	5/27/2015 weekly
G5.B1.S1.MA1	Teachers will introduce supplemental text and increase rigor of assignments	Shirley, Allen	8/7/2014	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/27/2015 weekly
G5.B1.S1.MA1	Teachers to introduce supplemental text and increase rigor of assignments	Shirley, Allen	8/7/2014	Formative Assessments, Student Work Samples, FSA, Teacher Lesson Plans, Department Meeting Minutes, Walk-through Data	5/27/2015 weekly
G5.B2.S1.MA1	Language Arts Florida Standards are new for teachers and test information is still unfinalized	Shirley, Allen	8/7/2014	Teachers are aligning their lesson plans to the standards and test specs	5/27/2015 weekly
G5.B2.S1.MA1	Language Arts Florida Standards are new for teachers and test information is still unfinalized	Shirley, Allen	8/7/2014	Teachers are aligning their lesson plans to the standards and test specs	5/27/2015 weekly
G6.MA1	Students will write across the curriculum to the same rubric and understand and have access to the standards being taught.	Shirley, Allen	8/7/2014	Department Meeting Minutes, Student Samples, Formative Assessments, Teacher Walk-through Data, FSA	5/27/2015 quarterly
G6.B1.S1.MA1	ELA teachers will collaborate with other content teachers to share the writing rubric and ELA teachers unpacked the LA standards with the students.	Shirley, Allen	8/7/2014	Department Meeting Minutes, Formative Assessments, Student Samples, FSA, Walk through Data	5/27/2015 quarterly
G6.B1.S1.MA1	ELA teachers will collaborate with other content teachers to share the writing rubric and ELA teachers unpacked the LA standards with the students.	Shirley, Allen	8/7/2014	Formative Assessments, Department Meeting Minutes, Student Samples, FSA	5/27/2015 quarterly
G7.MA1	Working with timelines and access point guidelines.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015	5/27/2015 daily
G7.B1.S1.MA1	Working with timelines and access point guidelines.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015	5/27/2015 daily
G7.B1.S1.MA1	Working with timelines and access point guidelines.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, SuccessMaker Data, Classroom Assessments, Numerous Trials, FAA 2015	5/27/2015 daily

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South Sumter Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.MA1	Review of SuccessMaker Reports, Grades, Formative Assessments and FSA	Shirley, Allen	8/7/2014	Administrative Conference Minutes, PLC Meeting Minutes	5/27/2015 weekly
G8.B1.S1.MA1	Assurance that all standards are taught and that data are used to drive instruction.	Shirley, Allen	8/7/2014	PLC and department meeting minutes	5/27/2015 daily
G8.B1.S1.MA1	Assurance that all standards are taught and that data is used to drive instruction.	Shirley, Allen	8/7/2014	PLC and department meeting minutes	5/27/2015 daily
G8.B2.S1.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/7/2014	Administrative Conference Minutes, Grades, Formative Assessments, FSA	5/27/2015 weekly
G8.B2.S1.MA1	Additional time will be provided to students to ensure mastery of math standards.	Shirley, Allen	8/7/2014	Administrative Conference Minutes/ Invitee List showing Math Levels Based on 2014 FCAT	5/27/2015 weekly
G8.B3.S1.MA1	The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.	Shirley, Allen	8/7/2014	2014 FCAT Math, Grades, Formative assessments, FSA, EOC	5/27/2015 one-time
G8.B3.S1.MA1	The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.	Shirley, Allen	8/7/2014	2014 FCAT Math, Teacher Recommendations	5/27/2015 one-time
G8.B4.S1.MA1	Teachers will incorporate AVID strategies that focus on writing, inquiry, collaboration, organization and reading.	Shirley, Allen	8/7/2014	Math Interactive Notebooks, Assessments, Lesson Plans, Student Work	5/27/2015 daily
G8.B4.S1.MA1	Teachers will incorporate AVID strategies that focus on writing, inquiry, collaboration, organization and reading.	Shirley, Allen	8/7/2014	Math Interactive Notebooks, Assessments, Lesson Plans, Student Work	5/27/2015 daily
G9.MA1	Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.	Shirley, Allen	8/7/2014	PLCs minutes, department meeting minutes, 2015 FCAT Science scores, lessons created, classroom projects/ tests	9/16/2014 daily
G9.B1.S1.MA1	Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.	Shirley, Allen	8/7/2014	PLCs minutes, department meeting minutes, 2015 FCAT Science scores	5/27/2015 daily
G9.B1.S1.MA1	Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.	Shirley, Allen	8/7/2014	PLCs minutes, department meeting minutes, 2015 FCAT Science scores	5/27/2015 daily
G9.B2.S1.MA1	Analysis of data to determine the need for increasing inquiry lessons.	Shirley, Allen	8/7/2014	PLC Minutes and Administrative Conference Minutes	5/27/2015 monthly
G9.B2.S1.MA1	Analysis of data to determine the need for increasing inquiry lessons.	Shirley, Allen	8/7/2014	PLC Minutes and Administrative Conference Minutes	5/27/2015 monthly
G9.B3.S1.MA1	Incorporate reading strategies and specific vocabulary strategies into lessons.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Walk throughs, Formatives	5/27/2015 daily
G9.B3.S1.MA1	Incorporate reading strategies and specific vocabulary strategies into lessons.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Walk throughs, Formatives	5/27/2015 daily
G9.B4.S1.MA1	Students need to increase opportunities to use science in real world settings.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Utilization of Sumter Environmental Education Center (SEEC), Trip to the Marine Science Center, 2015 FCAT Science Scores, Classroom Projects	5/27/2015 quarterly
G9.B4.S1.MA1	Students need to increase opportunities to use science in real world settings.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Utilization of Sumter Environmental Education	5/27/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Center (SEEC), Trip to the Marine Science Center, 2015 FCAT Science Scores, Classroom Projects	
G9.B1.S2.MA1	Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.	Shirley, Allen	8/7/2014	PLCs minutes, department meeting minutes, 2015 FCAT Science scores	5/27/2015 weekly
G9.B1.S2.MA1	Analysis of data to determine the instructional needs of students. Science teachers will participate in collaborative planning days to formulate exemplary lessons.	Shirley, Allen	8/7/2014	PLCs minutes, department meeting minutes, 2015 FCAT Science scores	5/27/2015 weekly
G9.B2.S2.MA1	Analysis of data to determine the need for increasing inquiry lessons.	Shirley, Allen	8/7/2014	PLC Minutes and Administrative Conference Minutes	5/27/2015 monthly
G9.B2.S2.MA1	Analysis of data to determine the need for increasing inquiry lessons.	Shirley, Allen	8/7/2014	PLC Minutes and Administrative Conference Minutes	5/27/2015 monthly
G9.B2.S3.MA1	Completion of science project using the scientific method.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Projects	12/19/2014 one-time
G9.B2.S3.MA1	Completion of science project using the scientific method.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Projects	12/19/2014 one-time
G10.MA1	Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.	Wyatt, Jennifer	8/7/2014	Monthly account of parental volunteer hours.	5/27/2015 monthly
G10.B1.S1.MA1	Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.	Wyatt, Jennifer	8/7/2014	Number of logged parental volunteer hours at the end of the school year.	5/27/2015 monthly
G10.B1.S1.MA1	Frequent communication of upcoming events will allow parents to plan accordingly thus allowing for parents to increase their number of volunteer hours at the school.		The number of logged parental volunteer hours that the end of the year.	one-time	
G11.MA1	ESE teachers will point out mathematical terms in other content areas.	Shirley, Allen	8/7/2014	Student Work Samples, Classroom Assessments, 2015 FAA	5/27/2015 daily
G11.B1.S1.MA1	ESE teachers will point out mathematical terms in other content areas.	Shirley, Allen	8/7/2014	Student Work Samples, Teacher Lesson Plans, 2015 FAA	5/27/2015 daily
G11.B1.S1.MA1	ESE teachers will point out mathematical terms in other content areas.	Shirley, Allen	8/7/2014	Student Work Samples, Teacher Lesson Plans, 2015 FAA	5/27/2015 daily
G12.MA1	Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.	Shirley, Allen	8/7/2014	Classroom Assessments, Student Writing Samples, 2015 FAA	5/27/2015 daily
G12.B1.S1.MA1	Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.		8/7/2014	2015 FAA, Teacher Lesson Plans, Student Work Samples	5/27/2015 daily
G12.B1.S1.MA1	Teachers will have students writing in all content areas. ELA teacher will use Unique Learning Systems to teach writing access points.	Shirley, Allen	8/7/2014	Student Work Samples, Teacher Lesson Plans, 2015 FAA	5/27/2015 daily
G13.MA1	Selected students who are not proficient will receive targeted instruction on	Shirley, Allen	10/13/2014	Grades, Formative Assessments, FSA	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	SuccessMaker during the 2nd and 3rd nine weeks for one period a week.				
G13.B1.S1.MA1	Math teachers will meet periodically for data chats to determine target areas for instruction.	Shirley, Allen	8/7/2014	FSA, Formative Assessment	5/27/2015 weekly
G13.B1.S1.MA1	Math teachers will meet periodically for data chats to determine target areas for instruction.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes	5/27/2015 weekly
G13.B2.S1.MA1	Select students who are not proficient will participate in an after school program if funds are available.	Shirley, Allen	10/13/2014	Formative Assessments, Grades, FSA, After School Program Roster	5/27/2015 daily
G13.B2.S1.MA1	Select students who are not proficient will participate in an after school program if funds are available.	Shirley, Allen	10/13/2014	Formative Assessments, Grades, After School Program Roster	5/27/2015 daily
G13.B1.S2.MA1	All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Meetings	5/27/2015 daily
G13.B1.S2.MA1	All math teachers will follow the district curriculum map in order to ensure the Florida Standards are taught.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes	5/27/2015 daily
G13.B2.S2.MA1	Select students who are not proficient will receive targeted instruction on SuccessMaker one additional period per week on SuccessMaker.	Shirley, Allen	10/13/2014	Grades, Formative Assessments, FSA	5/27/2015 weekly
G13.B2.S2.MA1	Select students who are not proficient will receive targeted instruction on SuccessMaker one additional period per week on SuccessMaker.	Shirley, Allen	10/13/2014	Grades, Formative Assessments	5/27/2015 weekly
G14.MA1	The school will provide an after school program during the 2nd -4th nine weeks if funds are available for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction one day per week during one class period.	Shirley, Allen	10/13/2014	After School roster, Wednesday, 2014 FCAT Math data	5/27/2015 weekly
G14.B1.S1.MA1	Math teachers will meet periodically for data chats to select areas to target.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes, Formatives, Grades	5/27/2015 weekly
G14.B1.S1.MA1	Math teachers will meet periodically for data chats to select areas to target.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes, Formatives, Grades	5/27/2015 weekly
G14.B2.S1.MA1	The school will provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.		2014 FCAT Math, after school roster, 6th period roster	one-time	
G14.B2.S1.MA1	The school will provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.		2014 FCAT Math, 6th period roster, after school roster	one-time	
G14.B1.S2.MA1	All math teachers will follow the district curriculum map in order to ensure that all skills from the Florida Standards are taught.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes	5/27/2015 weekly
G14.B1.S2.MA1	All math teachers will follow the district curriculum map in order to ensure that all skills from the Florida Standards are taught.	Shirley, Allen	8/7/2014	Department Meeting Minutes, PLC Minutes	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G15.MA1	Teachers will conduct classroom tests and projects throughout the school year.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA	5/27/2015 weekly
G15.B1.S1.MA1	Teachers will conduct classroom tests and projects throughout the school year.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA	5/27/2015 weekly
G15.B1.S1.MA1	Teachers will conduct classroom tests and projects throughout the school year.	Shirley, Allen	8/7/2014	Teacher Lesson Plans, Student Portfolio, Classroom Assessments, 2015 FAA	5/27/2015 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.

G5. Based on the analysis of 2014 FCAT 2.0 Reading, 65% of students made learning gains. In 2015, 70% of students will make learning gains on the 2015 ELA Florida State Assessment.

G5.B2 Teachers are teaching outside of their comfort zone due to the change in standards and uncertain nature of the new test

G5.B2.S1 Language Arts Florida Standards are new for teachers and test information is still unfinalized

PD Opportunity 1

Language Arts Florida Standards are new for teachers and test information is still unfinalized

Facilitator

Reading Coach and Administrator

Participants

ELA teachers

Schedule

Weekly, from 8/7/2014 to 5/27/2015

G8. Based on the analysis of the 2014 FCAT 2.0 Math data, 62% of the students tested in grades 6-8 earned a score of 3 or higher. In 2015, 67% of the students in grades 6-8 will score proficient on the Florida Standards Assessment.

G8.B1 Ensuring that all standards and benchmarks are taught, data is used to drive instruction, and identifying gaps and overlap in curriculum.

G8.B1.S1 All mathematics teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Florida Standards are taught. Math teachers will meet monthly to collaborate on data and determine areas to target.

PD Opportunity 1

Assurance that all standards are taught and that data are used to drive instruction.

Facilitator

Math Department Head

Participants

All Math Teachers

Schedule

Daily, from 8/7/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 5: Based on the analysis of 2014 FCAT 2.0 Reading, 65% of students made learning gains. In 2015, 70% of students will make learning gains on the 2015 ELA Florida State Assessment.	1,008
Goal 8: Based on the analysis of the 2014 FCAT 2.0 Math data, 62% of the students tested in grades 6-8 earned a score of 3 or higher. In 2015, 67% of the students in grades 6-8 will score proficient on the Florida Standards Assessment.	520
Goal 9: Based on the analysis of the 2014 FCAT 2.0 Science data, 49% of the students tested in grade 8 earned a score of 3 or higher. In 2015, 54% of the students in grade 8 will earn a score of 3 or higher.	227
Goal 14: Based on the analysis of the 2014 FCAT 2.0 Math test, 70% of students showed learning gains. In 2015, 75% of students will make learning gains on the Florida Standards Assessment.	519
Grand Total	2,274

Goal 5: Based on the analysis of 2014 FCAT 2.0 Reading, 65% of students made learning gains. In 2015, 70% of students will make learning gains on the 2015 ELA Florida State Assessment.

Description	Source	Total
B2.S1.A1	Title II	1,008
Total Goal 5		1,008

Goal 8: Based on the analysis of the 2014 FCAT 2.0 Math data, 62% of the students tested in grades 6-8 earned a score of 3 or higher. In 2015, 67% of the students in grades 6-8 will score proficient on the Florida Standards Assessment.

Description	Source	Total
B1.S1.A1	Title II	520
Total Goal 8		520

Goal 9: Based on the analysis of the 2014 FCAT 2.0 Science data, 49% of the students tested in grade 8 earned a score of 3 or higher. In 2015, 54% of the students in grade 8 will earn a score of 3 or higher.

Description	Source	Total
B1.S2.A1	Title II	227
Total Goal 9		227

Goal 14: Based on the analysis of the 2014 FCAT 2.0 Math test, 70% of students showed learning gains. In 2015, 75% of students will make learning gains on the Florida Standards Assessment.

Description	Source	Total
B1.S2.A1	Title II	519
Total Goal 14		519