

# Sebring Middle School



2014-15 School Improvement Plan

## Sebring Middle School

500 E CENTER AVE, Sebring, FL 33870

<http://www.highlands.k12.fl.us/~sms/>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

70%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

40%

### 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 Highlands 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	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Our mission is to provide quality instruction and real-world learning experiences that will allow our students to succeed in middle school, be prepared for rigorous high school courses, and become productive citizens.

##### Provide the school's vision statement

"Simply the Best"

#### School Environment

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

Sebring Middle School builds rapport with students through guidance and data analysis. Faculty, staff, and administration understand the many benefits of diversity and work toward understanding and appreciating differences in all diverse demographic population. Throughout the year, families and students are invited to conferences, parent nights. Recently, all stakeholders were given a survey opportunity to reflect on areas of strengths and development. We work to to communicate the clarity of purpose by establishing school-wide initiatives that are geared professional growth and student achievement. During the 2014-2015, Sebring Middle School has instituted a school-wide WICOR(Writing, Inquiry, Collaboration, Organization, Reading) implementation. The purpose of WICOR implementation is to prepare our students for college and/or career readiness. Professional Development training and collegial support has been put in place to encourage comfortable collaboration.

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

Sebring Middle School has a number of procedures in place to help students feel safe and respected while they are at school. Students who arrive before school begins are supervised in the gym. Each grade-level then reports to a designated area, where they are supervised by staff and given the opportunity to socialize. During transitions, all areas of the school are supervised by teachers, administration, paraprofessionals, and SRO, Officer Tindell. Throughout the school day, blocked classes have the opportunity to take their entire class to the restroom where they are supervised. If student needs to use the restroom during a non-block class, the office is notified and the student(s) is escorted to the restroom. Administrators and other faculty members are within sight at transition times, on the bus ramp and in the parent pick-up area every day for students, parents, and other stakeholders to interact with as needed.

##### 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



Though Sebring Middle School is not an official Positive Behavioral Support (PBS) school, SMS does employ PBS-based strategies. During the first week of school, our Resource Dean, Mr. Brownell and our SRO, Officer Tindell review the code of conduct (COC) to reinforce behavior expectations. Each grade-level is required to attend an assembly where the COC is reviewed. Students are also exposed to the COC through social studies classes where they are required to sign an acknowledgement. Each teacher follows an intervention plan for behavior including classroom management techniques, parent communication, silent lunch, morning and afternoon detention, and behavioral notifications that are utilized prior to a referral being issued. More importantly, SMS recognizes positive behavior each nine weeks. Students who achieve desired behavior results are invited to attend a "No Referral" celebration. Our Renaissance program also ties in with our "no referral" celebrations. Students who have a 3.0 or higher GPA are included in the celebrations.

Each grade level nominates students each 9 weeks who we recognize as "Students of the Month" these students are recognized during morning and lunch announcements, but also get to eat lunch at nearby, local restaurant.

Recently, SMS implemented an attendance daily recognition, and we are planning the celebration. Last year, our attendance data reflected that 190 of our students missed 20 days or more of schools. So this year grade-levels are in completion to see who attends school more frequently. Discipline and attendance data is monitored regularly and is presented and discussed at Curriculum Leadership Team meetings then shared at grade-level meetings.

**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**

Sebring Middle School maintains several programs and practices to nurture and safeguard the social and emotional well-being of our students. A climate of care and respect is created and sustained through easily accessible counseling services, school wide programs, preventative programming, crisis management, and the support of mentoring relationships.

Addressing our student's needs on an individual level is practiced in many ways. We maintain an "open door" policy in our guidance department which encourages and allows our students to come to the guidance offices during the school day. The guidance area is welcoming and is located in an easily accessible area of the school. Our staff follows a simple, one step referral procedure to ensure that students' requests to speak to a guidance counselor are addressed. The administration has established that the guidance counselors' primary purpose is to address the ever changing needs of our students in that at least 80% of the guidance counselor's time be dedicated to direct services to students, teachers, and parents. We have established a climate in which parents are welcome to call or drop in without appointment. We also initiate parent/teacher conferences based on teacher referrals, attendance, and/or grade concerns.

Inter-agency collaboration is built through regular and as needed meetings in order to assess, address, and plan for both individual and large group needs to be met through individual counseling, group counseling, or school wide programs.

School wide guidance programs are developed to bring focus to chronic or current social issues such as bullying, drug abuse, and the importance of community involvement. Our programs are evaluated through student engagement and feedback of staff, students, and parents.

Our climate of caring is reinforced by our tradition of helping families in need, whether it be a temporary family crisis or holiday need. Families are identified by teachers, community, or self-referred. A team of school staff members assesses student and family needs and brokers the community resources. Many of the faculty members are invested in these practices to the point of mentoring not only the student but the family as well. These types of interpersonal relationships and group efforts instill in our school community the integral components of mutual of caring and respect which nurtures the social and emotional safety and well-being of our students.

### 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**

At SMS, our guidance department and resource dean monitor students in order to meet the requirements of new legislation that requires that schools implement an early warning system. Students who meet the following categories: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspension, whether in school (ISS) or out of school (OSS), course failure in English Language Arts or mathematics, or as scored a Level 1 on the statewide, standardized assessments in English Language Arts or mathematics.

In addition, we meet individually with students who have failing grades at progress report and report card. These students are not permitted to attend any extracurricular activities. Our Athletic Director monitors our athletes grades and notifies coaches when an athlete is not eligible to play in a game. Students with a history of failing grades and/or multiple discipline referrals are referred to the Multi-Tiered System of Supports (MTSS). The MTSS team performs careful monitoring of these students and creates interventions to assist students.

Students with frequent absences or tardies are referred to the SARC team. The team follows procedures to monitor individual students, but enforces policies set forth by the district.

**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	18	27	24	69
One or more suspensions	3	2	5	10
Course failure in ELA or Math	17	29	25	71
Level 1 on statewide assessment	106	92	68	266

*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	16	13	13	42

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

While all students are monitored and tracked for academic, attendance, and discipline issues, SMS meets individually with students to help determine the cause of the academic struggle. If two or more early warning indicators reflect a need for regular monitoring or the student needs further interventions, he or she is referred to the MTSS team where the student is monitored and tracked bi-weekly or on a monthly basis. These interventions will be determined by the MTSS committee, monitored by the guidance counselor, and evaluated by the team, headed by the school psychologist. Attendance issues will be monitored by the guidance department and reported to the SARC team, the team will follow protocols set forth by district-wide policy.

Discipline interventions and strategies are employed and monitored by the dean and are reported on a monthly basis. The dean follows protocols set forth by the student Code of Conduct.

SMS offers intensive level classes, including Read 180 and System 44 for reading students. Intensive math classes are available for students who have been identified as scoring at Level 1 and some of our Level 2 students. In the next few weeks, SMS has plans to purchase the i-Ready Math program to

help teachers recognize students' individual weaknesses while building on their strengths. SMS is an AVID school and is implementing and documenting the use of WICOR strategies school-wide.

## 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**

SMS builds positive relationships with families by giving all stakeholder groups (staff, parents, students, and the community) a voice in the school based decision making process. Before the start of the academic school year, individual letters were mailed to each student, indicating this year's vision.

During morning and lunch announcements the mission and vision are communicated to students and staff.

At SMS we believe in parental involvement and open communication. We have several measures in place to reinforce the open communication policy: SMS webpage, access to Remind 101(via text message), SMS FaceBook page, a marquis in front of the school, and Connect Ed.

Each of these venues keep parents informed about their child's education. Specifically, at SMS teachers make contact via phone, pinnacle notes, and hand written notes in planners to inform parents of progress or potential concerns. We have six schedule Parent Conference days in 2014-15 school year and we designate Thursday mornings for scheduled and impromptu parent conferences. Parents also have access to Pinnacle, an electronic grade-book. From pinnacle, parents can see accurate grade information from an computer or smart phone with internet access.

**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**

All of the services and resources listed above are for the purpose of informing and communicating with our stakeholders(students, parents, community business partners, and staff). Recently, through the district accreditation process, stakeholders were given an opportunity to participate in a survey.

SMS recognizes community business partners by adding their name to a banner which is posted on the fence outside the school so that it is visible to all stakeholders. Administration also writes personalized notes to each community partner to thank them for their contributions.

During awards assemblies, administration recognizes individuals and community businesses for their continued support of student achievement.

## 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
West, Shawn	Assistant Principal
Whidden, Sandra	Principal
Bauer, Nancy	Teacher, ESE
Brownell, Don	Dean
Douberley, Kim	Instructional Technology
Bevins, Doloras	Teacher, ESE
Crow, Sherri	Teacher, Career/Technical
Spencer, Angie	Instructional Coach
Johnson, Gayle	Instructional Coach
Porter, Angie	Teacher, K-12
Tucker, Susie	Teacher, K-12
Turek, Emilia	Teacher, K-12
Velasquez, Kim	Teacher, ESE

**Duties**

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

The administrators monitor discipline, attendance, and academic progress of all students, leads the CLT, makes research and data based decisions, is active in observing and coaching in classrooms, builds a rapport with all staff members and students through daily formal and informal interactions. The literacy coaches (LCRT) (writing and reading), support the entire instructional staff. The LCRT's make research and data based suggestions and or model best instructional practices, is active in observing and coaching in classrooms, builds strong collegial relationships, and meets weekly with administration to assure that instructional practices are aligned to student growth and achievement. Each school-based leadership team member is committed to gaining expertise through effective professional development activities necessary to accurately analyze data, and make placement and instructional decisions that will provide the best delivery of core instruction to all students. In addition, each CLT member actively participates in monthly meetings to help share in the decision making process.

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

Success with the general content that students are expected to learn in reading, math, and science is measured through the gathering of data that includes scores on daily assignments, scores on classroom tests, scores on progress monitoring assessments (FAIR, Performance Matters), and state-wide tests (FSA). When a student performs below the level expected for his grade placement, as shown by low grades, low scores on progress monitoring assessments that indicate skill deficits, and below grade level performances on the FCAT, that data is used to define the student's problem, to analyze why the problem is occurring, and to determine how much support that student needs, based on a comparison of his current level of performance to the level of performance that is

expected for students to advance to the next grade level. Using data, rather than relying solely on adult perceptions and judgment, allows for objective decisions on the allocations of support personnel to implement small group or individual interventions.

These funds provide assistance to all school districts, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities.

The activities support and assist students to become academically successful and in some case English proficient.

Student services coordinates with Title I, to provide resources for students and identifies homeless families under the McKinney-Vento Act, to eliminate barriers for a free and appropriate education.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Sandi Whidden	Principal
Shawn West (Assistant Principal)	Education Support Employee
Nancy Bauer	Teacher
Sherri Crow	Teacher
Juan Alvarado	Parent
Wilma Tindell	Education Support Employee
Susan Bible	Parent
Lisa Branca	Parent
Deena Wright	Business/Community
Sharvia Hester	Parent
Wanda Lilly	Parent
Maria Szoka	Parent
Angie Spencer	Teacher
Jarelle Guerrero	Education Support Employee
Betsy Negel	Business/Community
Jennifer Rhynes	Parent
Rose Sanchez	Parent
Christie Spiegel	Parent
Monica Stone	Parent
Joann Taylor	Business/Community
	Student

#### 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*

The SAC committee will review and discuss the 2013-2014 SIP at the first meeting of the year on Monday, September 22. All stakeholders will be given the opportunity to evaluate last year's plan and discuss changes made to the 2014-15 SIP.

*Development of this school improvement plan*

Their primary role when developing the SIP is to give all stakeholders the opportunity to participate in the development of and decision-making process that ensures that the needs of all students are specifically addressed. Since the SIP has to be completed prior to our first SAC meeting, data from our school accreditation survey, which represented all stakeholders, was taken into consideration when the 2014-15 SIP was developed.

*Preparation of the school's annual budget and plan*

Preparation of the school's annual budget and plan is completed by the principal and bookkeeper. The budget and plan is shared with CLT in the summer and revisited at the first SAC meeting and at each monthly meeting.

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

School Improvement funds are not available at this time.

***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
Whidden, Sandra	Principal
West, Shawn	Assistant Principal
Spencer, Angie	Instructional Coach
Johnson, Gayle	Instructional Coach
Velasquez, Kim	Teacher, ESE
Crow, Sherri	Teacher, Career/Technical

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT are:

To transition into full implementation of the Florida State Standards and how to prepare for our new assessment, Florida Standards Assessment (FSA).

To establish a literacy vision for the school.

To develop professional development opportunities that match the school's literacy vision and needs.

To create structures to assess and develop plans for cohesive curriculum across grades.

To create a shared reading experience through the annual school wide read aloud (Ok for now).

This year a new reading, language arts, and math series have been adopted and are being used by

the respective content areas. All professional development activities will be centered around the standards for both instructional and assessment purposes. Content-area literacy is being supported and modeled by instructional coaches with a focus on our school-wide initiative, implementing WICOR strategies.

## 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**

SMS employs professional learning community based strategies (PLC). Tuesday mornings are designated for grade-level or content level meetings for the purpose of collaborating and planning. Thursday mornings are designated for parent-teacher conference days which are scheduled through our guidance department.

Administration and instructional coaches are in classrooms daily to provide support, model lessons (on an as needed basis), or by teacher's request.

Our AVID coordinator and administration meet weekly to schedule peer visits on an as requested or as needed basis.

Our school based ECET team promotes professional collegial relationships by sharing best practices and planning celebrations both school-wide and district wide.

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

SMS has made it a priority to make all new teachers feel welcomed and appreciated. During preschool week, SMS assigns all new teachers a "Buddy Teacher" for the week. The buddy teacher introduces the "newby" to the staff and checks on him or her throughout the first weeks of school.

SMS also provides a New Teacher Orientation class to help acclimate new teacher(s) to procedures/ routines. Staff Development and support personnel are put in place. Frequent classroom visits with additional support are given to all new teachers.

Person(s) responsible are: Administrators, Reading Coach, CLT Members, and certified PEC mentors.

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

SMS follows the district guidelines for pairing mentors and mentees. The Professional Educator Competency Program (PEC), requires first year teachers be assigned mentor teacher who is Clinical Educator Trained with a minimum of three years teaching experience. Administrators and instructional coaches monitor collaboration activities and provide additional support the the new teacher as well as the Buddy Teacher or Mentor. Teachers also receive a Peer Evaluator to provide evaluative feedback during their first year of teaching in the district.

SMS provides a highly qualified mentor to support and assist our new teachers with the important help they may need to be successful. We offer an environment that rewards and recognizes teachers for the contributions that they have made to impact student achievement and make our school great. Our teachers are professionals and we treat them as professionals by offering continuing education and opportunities to stay abreast of best practices.

## 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**

With the adoption of two new textbooks, the district provided teachers an opportunity to attend professional development at the closure of the 2013-14 school year and prior to the start of the 2014-15 school year. Professional Development was aligned to the Florida Standards and included planning and implementation of best practices. In addition, district content specialists will provide professional development at each school site throughout the academic school year.

**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**

SMS uses data to drive the master schedule and within the master schedule provides three levels of support to the student body- intensive, regular, and advanced curriculum. For students who score below the proficient level, intensive small group instruction is provided to help these students close the achievement gap. Students who scored below proficiency in math are placed in an intensive math class with a certified teacher and other support personnel. Advanced-level classes typically move at a faster pace where standards are covered in significant depth. Support personnel, such as our ESE paraprofessional and ESOL paraprofessional have been placed in classrooms to support our ESE and ESOL students.

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

**Strategy:** Before School Program

**Minutes added to school year:** 840

Teachers meet before and after school in both content and grade-level twice or more a month to collaborate and plan.

**Strategy Rationale**

New textbook adoptions and Florida Standards drive instructional practices.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Whidden, Sandra , whiddens2@highlands.k12.fl.us

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

Data from Performance Matters and FAIR is reviewed by the District Coordinator, School based administrators, and Instructional Coaches. Individual teachers analyze and prepare instructional lessons based on formal and informal assessments.

**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***

Incoming sixth graders have two opportunities to become oriented to SMS. First, prospective students come with their current 5th grade class for a visit during school hours (Friday, May 23, 2015). Students attend an assembly where current SMS students familiarize fifth grader on academic, behavioral, and attendance expectations. During this time, chorus and jazz band give brief performances. After the assembly, members of NJHS and Student Government escort the fifth graders on a tour of the campus.

The second opportunity is for prospective fifth graders and their parents. Again, academic, behavioral, and attendance expectations is reiterated during a brief assembly presented by 6th grade teachers, guidance, and administration. This is followed by the distribution of a mock schedule.

Incoming sixth graders and their parents visit sixth grade core content classrooms where teachers provide them with information about individual class expectations and a content overview.

Transitioning ninth graders have the opportunity to participate in similar activities offered by Sebring High School (SHS). In addition, SHS guidance counselors make several visits to SMS to discuss academic opportunities and program choices, such as the International Baccalaureate (IB) programme and The Career Academy. Counselors also help students design their schedules and respond to any unanswered questions regarding high school.

### **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***

Students in 6th-8th grade participate in electives which they select based on individual interests. These courses include: Band, Chorus, Art, Ag Science, or Computer Applications. In addition, 8th grade students are required to take a Career Planning class that focuses on seeking and sustaining employment.

The AVID (Advancement Via Individual Determination) elective teachers, AVID content area teachers, Gifted consult, and Guidance Counselors collaborate to provide opportunities for parents and students to attend an orientation, AVID night, Science Fair, and Advanced Academics night that describes the courses and programs available for students to focus on college and career readiness. Additionally, AVID students were selected through an application process and placed in an AVID elective class where students are taught how to self-monitor and self-develop goals for their future.

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

AVID is an approved elective course taken during the school day. Students are selected to enroll in an AVID class after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking, ask probing questions, and get academic help from peers and college tutors. Students participating in the AVID elective must also be enrolled in an Advanced Academic course.

In addition to the AVID elective classes, CTE programs offered at SMS grades 6-8 include: agriculture, art, and technology.

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

The AVID curriculum is based on rigorous standards, developed by middle and senior high school teachers in collaboration with college professors. The AVID curriculum is used in AVID elective classes and in content-area classes in AVID schools. The AVID elective teacher and AVID content area teachers use WICOR strategies, (writing, inquiry, collaboration, organization and reading) to facilitate and promote college and career readiness.

**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**

## 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.** In grades 6-8, 77% of students will score at proficiency on the 2014-15 Florida Standards Assessment in reading. Subgroups will meet state-determined targets for language arts.
- G2.** Students scoring at or above the proficiency level on the state math assessment will increase from 68% to 84%. Subgroups will meet state-determined targets for math.
- G3.** Students scoring at or above the state-determined proficiency level in Science will increase from 39% to 50%.
- G4.** Sixty percent of students in 8th grade will achieve state determined proficiency target on the 2015 state writing assessment.

## 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.** In grades 6-8, 77% of students will score at proficiency on the 2014-15 Florida Standards Assessment in reading. Subgroups will meet state-determined targets for language arts. 1a

G040361

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

**Resources Available to Support the Goal** 2

- Part time Reading and Writing Coach to help implement new textbook.
- District reading specialist to provide PD for teachers.
- All content teachers implementing WICOR strategies.

**Targeted Barriers to Achieving the Goal** 3

- Time and opportunity for teachers to collaborate.
- Implementation of new textbook (SpringBoard) and FSA assessment.

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

Formative and summative student data; classroom and teacher observations

**Person Responsible**

Sandra Whidden

**Schedule**

Monthly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Lesson Plan documentation, Informal/Formal observations, weekly lp check, Progress Monitoring Data,

**G2.** Students scoring at or above the proficiency level on the state math assessment will increase from 68% to 84%. Subgroups will meet state-determined targets for math. 1a

G040362

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	76.0

**Resources Available to Support the Goal** 2

- New textbook adoption (Big Ideas) advanced track for advanced students and i-Ready program to help close the achievement gap of students not meeting proficiency level.
- Department-wide use of WICOR strategies to assist with content retention.
- District math specialist to provide PD based on student achievement and staff needs.
- Consistent district-wide weighting of math categories.

**Targeted Barriers to Achieving the Goal** 3

- Limited time to collaborate and review data
- New textbook adoption

**Plan to Monitor Progress Toward G2.** 8

Student growth and achievement

**Person Responsible**

Sandra Whidden

**Schedule**

Monthly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Lesson Plan Documentation, Weekly Classroom visits, PD

**G3.** Students scoring at or above the state-determined proficiency level in Science will increase from 39% to 50%. **1a**

G040363

**Targets Supported** **1b**

Indicator	Annual Target
FAA Science Proficiency	50.0
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** **2**

- District-level curriculum maps (6-8) developed by science teachers and district content science specialist. Common unit assessments created by all (6-8) science teachers in the district. Implementation of WICOR strategies in 6-8 science classrooms.

**Targeted Barriers to Achieving the Goal** **3**

- Time and opportunity to monitor and adjust curriculum and instruction to maximize student achievement.

**Plan to Monitor Progress Toward G3.** **8**

Student Achievement

**Person Responsible**

Shawn West

**Schedule**

Monthly, from 9/1/2014 to 6/3/2015

**Evidence of Completion**

LP documentation of WICOR strategies, Classroom visits, student work samples, PM data, monthly documentation of 3 labs

**G4.** Sixty percent of students in 8th grade will achieve state determined proficiency target on the 2015 state writing assessment. 1a

G040364

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	60.0

**Resources Available to Support the Goal** 2

- Teachers will discuss student writing data and provide sample artifacts to help determine student achievement progress and plan accordingly.
- SpringBoard textbook with rigorous opportunities to model and practice effective, evidence-based writing.
- Writing Coach will attend Janet Allen's Writing PD and model and collaborate with Reading coach to provide school-wide PD.

**Targeted Barriers to Achieving the Goal** 3

- Time and opportunity for teachers to collaborate and plan for authentic writing tasks.

**Plan to Monitor Progress Toward G4.** 8

Formative and summative student data; classroom and teacher observations.

**Person Responsible**

Gayle Johnson

**Schedule**

Monthly, from 9/1/2014 to 6/3/2015

**Evidence of Completion**

Text-based evidence response tasks, lesson plan documentation, student writing samples, PD

## 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.** In grades 6-8, 77% of students will score at proficiency on the 2014-15 Florida Standards Assessment in reading. Subgroups will meet state-determined targets for language arts. **1**

 G040361

**G1.B1** Time and opportunity for teachers to collaborate. **2**

 B097598

**G1.B1.S1** Create a school-wide checklist with WICOR strategies listed. **4**

 S127189

### Strategy Rationale

#### Action Step 1 **5**

All teaches will document the use of WICOR strategies with an emphasis on Reading in the content.

#### Person Responsible

Sandra Whidden

#### Schedule

Weekly, from 8/25/2014 to 6/3/2015

#### Evidence of Completion

WICOR documentation in lesson plans and/or WICOR checklist.



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

Attendance and participation in PD and sharing of best practices during content and grade-level meetings.

**Person Responsible**

Sandra Whidden

**Schedule**

Weekly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

PD ERO, classroom visits

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

Attendance at content and grade-level meetings with follow up with CLT members to discuss effectiveness and planning as it develops.

**Person Responsible**

Sandra Whidden


**Schedule**

Monthly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Formal and Informal evaluations by administrators and classroom visits by reading and writing coach. AVID walk-through form.

**G1.B2** Implementation of new textbook (SpringBoard) and FSA assessment. 2

 B115513

**G1.B2.S1** Professional Development Plan 4

 S127194

**Strategy Rationale**

**Action Step 1** 5

Provide Professional Development on WICOR strategies.

**Person Responsible**

Sherrri Crow

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Professional Development Plan that outlines upcoming PD for the year.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Copy of professional development plan

**Person Responsible**

Shawn West

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Develop professional development plan assess plan based on teacher needs and adjust pd plan as needed.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Classroom observations will take place to monitor implementation, student participation in, and development of strategies introduced in pd.

**Person Responsible**

Shawn West

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015


**Evidence of Completion**

Classroom observation data and weekly meetings between administration and instructional coaches.

**G2.** Students scoring at or above the proficiency level on the state math assessment will increase from 68% to 84%. Subgroups will meet state-determined targets for math. 1

 G040362

**G2.B1** Limited time to collaborate and review data 2

 B097599

**G2.B1.S1** Set aside content area meetings to give teachers an opportunity to plan without distraction. 4

 S127197

**Strategy Rationale**

**Action Step 1 5**

Teachers will attend content meetings. During meeting, teachers will discuss student data and plan accordingly to reduce achievement gaps.

**Person Responsible**

Emilia Turek

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Content area agendas

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

Attendance at content area meeting and in PD

**Person Responsible**

Emilia Turek

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Agendas and or minutes discussed with administrators, PD attendance (ERO)

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

Follow up with PD needs and discuss effectiveness and planning as it develops.

**Person Responsible**

Shawn West

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Formal and informal evaluations by administrators and observations and reports from content leader.

**G2.B2** New textbook adoption 2

 B115511

**G2.B2.S1** Provide PD to assist in familiarizing teacher with new textbook resources. 4

 S127202

**Strategy Rationale**

**Action Step 1** 5

Provide all math teachers with PD on the new math textbook.

**Person Responsible**

Emilia Turek

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

PD Agenda and or Focus

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

Attendance and feedback from teachers on PD

**Person Responsible**

Emilia Turek

**Schedule**

Monthly, from 8/1/2014 to 6/3/2015

***Evidence of Completion***

Agendas and attendance from ERO

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

Implementation of textbook resources and lesson plan documentation of differentiated instructional strategies.

**Person Responsible**

Sandra Whidden

**Schedule**

Weekly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Lesson plan documentation of resources and differentiated instruction, WICOR strategies documented, formal/informal evaluations by administrators.

**G3.** Students scoring at or above the state-determined proficiency level in Science will increase from 39% to 50%. 1

G040363

**G3.B1** Time and opportunity to monitor and adjust curriculum and instruction to maximize student achievement. 2

B097600

**G3.B1.S1** Specifically setting aside content area planning time to give teachers a purposeful opportunity to meet and share best practices. 4

S127209

**Strategy Rationale**

**Action Step 1 5**

Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.

**Person Responsible**

Angie Porter

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Action Plan

**Action Step 2** 5

Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.

**Person Responsible**

Angie Porter

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Action Plan

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

Attendance and curriculum maps

**Person Responsible**

Angie Porter

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Agendas and/or minutes submitted to AP

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

Attendance and curriculum maps

**Person Responsible**

Angie Porter

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Agendas and/or minutes submitted to AP

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

Attendance of content area meeting, follow up with CLT members to discuss effectiveness and planning as it develops.

**Person Responsible**

Shawn West


**Schedule**

Monthly, from 8/18/2014 to 6/3/2015


**Evidence of Completion**

Formal and informal evaluations by administrators.


**G4.** Sixty percent of students in 8th grade will achieve state determined proficiency target on the 2015 state writing assessment. 1

 G040364

**G4.B1** Time and opportunity for teachers to collaborate and plan for authentic writing tasks. 2

 B097602

**G4.B1.S1** Time spent planning for and implementing authentic writing tasks. 4

 S127211

**Strategy Rationale**

**Action Step 1 5**

Teachers will evaluate student work and provide students with opportunities to write and include text based evidence.

**Person Responsible**

Gayle Johnson

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Students' response to writing tasks



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

Our writing coach will attend Janet Allen's Writing PD and provide follow up with CLT.

**Person Responsible**

Sandra Whidden

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Plan of action for school-based PD

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

CLT members discuss effectiveness of PD and planning as it develops.

**Person Responsible**

Gayle Johnson

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Implementation of PD. Student artifacts that have been assessed and evaluated.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	All teaches will document the use of WICOR strategies with an emphasis on Reading in the content.	Whidden, Sandra	8/25/2014	WICOR documentation in lesson plans and/or WICOR checklist.	6/3/2015 weekly
G1.B2.S1.A1	Provide Professional Development on WICOR strategies.	Crow, Sherri	8/18/2014	Professional Development Plan that outlines upcoming PD for the year.	6/3/2015 weekly
G2.B1.S1.A1	Teachers will attend content meetings. During meeting, teachers will discuss student data and plan accordingly to reduce achievement gaps.	Turek, Emilia	8/18/2014	Content area agendas	6/3/2015 biweekly
G2.B2.S1.A1	Provide all math teachers with PD on the new math textbook.	Turek, Emilia	8/18/2014	PD Agenda and or Focus	6/3/2015 monthly
G3.B1.S1.A1	Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.	Porter, Angie	8/18/2014	Action Plan	6/3/2015 monthly

**Highlands - 0021 - Sebring Middle School - 2014-15 SIP**  
*Sebring Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Teachers will evaluate student work and provide students with opportunities to write and include text based evidence.	Johnson, Gayle	8/18/2014	Students' response to writing tasks	6/3/2015 monthly
G3.B1.S1.A2	Teachers will attend content area lead meetings to monitor and adjust curriculum maps and share WICOR strategies.	Porter, Angie	8/18/2014	Action Plan	6/3/2015 monthly
G1.MA1	Formative and summative student data; classroom and teacher observations	Whidden, Sandra	8/25/2014	Lesson Plan documentation, Informal/ Formal observations, weekly lp check, Progress Monitoring Data,	6/3/2015 monthly
G1.B1.S1.MA1	Attendance at content and grade-level meetings with follow up with CLT members to discuss effectiveness and planning as it develops.	Whidden, Sandra	8/25/2014	Formal and Informal evaluations by administrators and classroom visits by reading and writing coach. AVID walk-through form.	6/3/2015 monthly
G1.B1.S1.MA1	Attendance and participation in PD and sharing of best practices during content and grade-level meetings.	Whidden, Sandra	8/25/2014	PD ERO, classroom visits	6/3/2015 weekly
G1.B2.S1.MA1	Classroom observations will take place to monitor implementation, student participation in, and development of strategies introduced in pd.	West, Shawn	8/18/2014	Classroom observation data and weekly meetings between administration and instructional coaches.	6/3/2015 monthly
G1.B2.S1.MA1	Copy of professional development plan	West, Shawn	8/18/2014	Develop professional development plan assess plan based on teacher needs and adjust pd plan as needed.	6/4/2015 monthly
G2.MA1	Student growth and achievement	Whidden, Sandra	8/25/2014	Lesson Plan Documentation, Weekly Classroom visits, PD	6/3/2015 monthly
G2.B1.S1.MA1	Follow up with PD needs and discuss effectiveness and planning as it develops.	West, Shawn	8/18/2014	Formal and informal evaluations by administrators and observations and reports from content leader.	6/3/2015 monthly
G2.B1.S1.MA1	Attendance at content area meeting and in PD	Turek, Emilia	8/18/2014	Agendas and or minutes discussed with administrators, PD attendance (ERO)	6/3/2015 biweekly
G2.B2.S1.MA1	Implementation of textbook resources and lesson plan documentation of differentiated instructional strategies.	Whidden, Sandra	8/25/2014	Lesson plan documentation of resources and differentiated instruction, WICOR strategies documented, formal/ informal evaluations by administrators.	6/3/2015 weekly
G2.B2.S1.MA1	Attendance and feedback from teachers on PD	Turek, Emilia	8/1/2014	Agendas and attendance from ERO	6/3/2015 monthly
G3.MA1	Student Achievement	West, Shawn	9/1/2014	LP documentation of WICOR strategies, Classroom visits, student work samples, PM data, monthly documentation of 3 labs	6/3/2015 monthly
G3.B1.S1.MA1	Attendance of content area meeting, follow up with CLT members to discuss effectiveness and planning as it develops.	West, Shawn	8/18/2014	Formal and informal evaluations by administrators.	6/3/2015 monthly
G3.B1.S1.MA1	Attendance and curriculum maps	Porter, Angie	8/18/2014	Agendas and/or minutes submitted to AP	6/3/2015 monthly
G3.B1.S1.MA1	Attendance and curriculum maps	Porter, Angie	8/18/2014	Agendas and/or minutes submitted to AP	6/3/2015 monthly
G4.MA1	Formative and summative student data; classroom and teacher observations.	Johnson, Gayle	9/1/2014	Text-based evidence response tasks, lesson plan documentation, student writing samples, PD	6/3/2015 monthly
G4.B1.S1.MA1	CLT members discuss effectiveness of PD and planning as it develops.	Johnson, Gayle	8/18/2014	Implementation of PD. Student artifacts that have been assessed and evaluated.	6/3/2015 monthly
G4.B1.S1.MA1	Our writing coach will attend Janet Allen's Writing PD and provide follow up with CLT.	Whidden, Sandra	8/18/2014	Plan of action for school-based PD	6/3/2015 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.*

**G1.** In grades 6-8, 77% of students will score at proficiency on the 2014-15 Florida Standards Assessment in reading. Subgroups will meet state-determined targets for language arts.

**G1.B1** Time and opportunity for teachers to collaborate.

**G1.B1.S1** Create a school-wide checklist with WICOR strategies listed.

### **PD Opportunity 1**

All teaches will document the use of WICOR strategies with an emphasis on Reading in the content.

#### **Facilitator**

Sherri Crow and Gayle Johnson

#### **Participants**

ALL content teachers

#### **Schedule**

Weekly, from 8/25/2014 to 6/3/2015

**G1.B2** Implementation of new textbook (SpringBoard) and FSA assessment.

**G1.B2.S1** Professional Development Plan

### **PD Opportunity 1**

Provide Professional Development on WICOR strategies.

#### **Facilitator**

Shawn West

#### **Participants**

All Teachers

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**G2.** Students scoring at or above the proficiency level on the state math assessment will increase from 68% to 84%. Subgroups will meet state-determined targets for math.

**G2.B1** Limited time to collaborate and review data

**G2.B1.S1** Set aside content area meetings to give teachers an opportunity to plan without distraction.

**PD Opportunity 1**

Teachers will attend content meetings. During meeting, teachers will discuss student data and plan accordingly to reduce achievement gaps.

**Facilitator**

Emilia Turek and Crystal Vaughn

**Participants**

All math teachers

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**G2.B2** New textbook adoption

**G2.B2.S1** Provide PD to assist in familiarizing teacher with new textbook resources.

**PD Opportunity 1**

Provide all math teachers with PD on the new math textbook.

**Facilitator**

Jennifer Westergom

**Participants**

All math teachers

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0