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**change**



# **School Improvement Plan 2016-17**

## **Seminole Middle School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

<b>Principal:</b> Wendy Bryan	<b>SAC Chair:</b> James Anderson
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<b>School Vision</b>	The vision of Seminole Middle School is to provide a safe and positive educational environment that is conducive to 100% student success.
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<b>School Mission</b>	The mission of Seminole Middle School is to educate each student for high school, college, career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1140	1%	12%	9%	4%	72%	.02%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> C	<b>2014:</b> C	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	51	48	42	38	53	48	63	62	n/a	n/a	n/a	n/a
Learning Gains All	+10	-8	+11	-8								
Learning Gains L25%	39		35									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Wendy	Bryan	FT	1-3 years
Asst Principal	LaWanda	Johnson	FT	1-3 years
Asst Principal	Kent	Nash	FT	1-3 years
Asst Principal	Amy	McMahon	FT	Less than 1 year
Teacher Leader	James	Cooper	FT	11-20 years
Teacher Leader	Maria	Dixey	FT	11-20 years
Teacher Leader	Kristina	Marn	FT	4-10 years
Teacher Leader	Angela	Evans	FT	4-10 years
Teacher Leader	Jennifer	Outzs	FT	11-20 years
Teacher Leader	Oren	Schlierer	FT	1-3 years
Counselor	Lori	Guth	FT	11-20 years
Other	Cidney	Moore	FT	4-10 years
<b>Total Instructional Staff:</b> 66		<b>Total Support Staff:</b> 16		



# School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3  
Marzano Leadership ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Students will be expected to follow the guidelines of success and Hawks Behavior matrix. Our GFS are Have Respect for self and others – Always be prepared and on time- Will make good choices- Keeps focused on Goals- Show Responsibility.  
Faculty will have rotating duty stations. Faculty will also help with lunch supervision and hallway duty. Incentives will be given to students who follow the schools expectations. When any staff member takes notice of students following out GFS they could be given a Hawks ticket that can be used in the PBIS store.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Students who consistently follow the guidelines will receive Hawks tickets to use in the PBIS store. We will also incorporate a Restorative Justice program, Revamp the discipline matrix, implement Saturday school, Principal’s detention and work detail. Home visits will be conducted as needed. We will use our behavior matrix and review the data on a bi-weekly basis along with the Restorative Justice. We will also make use of the MTSS process.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The SBLT will share data with the staff concerning the 3 levels in the tier system. The SBLT will also provide leadership in having staff member’s problem solve and implement appropriate interventions at the Tier 2 and Tier 3 level of RTI. The classroom management plans from all teachers will be reviewed. The school wide PBIS utilizes teaching behavior lessons and reinforcing positive behavior. Data will be shared with the staff at Grade Level meetings. In addition, data chats with all teachers will be scheduled twice per year

## Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Administrators work closely with the Child Study Team, and School Based Leadership Team to make sure that school knows what support each student needs. Seminole Middle School has a full time social worker and a school psychologist who provides counseling to students. Our guidance counselors work with students and target social skills, bullying prevention, cooperation and respect. They meet with individual students as well as small groups. Our behavior specialist works on social skills with our ESE students individually as well as in small group. Seminole Middle also has a mentoring program where community volunteers as well as teachers mentor students that are identified as those needing extra support so a check-in system can be established and positive relationships are created. In addition, the 5000 Role Models and Girlfriends Club also provide mentors for students to build positive relationships with caring adults.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Administration and guidance counselors review the data on a weekly or bi-weekly bases. The School Based Intervention Team meets bi-monthly to determine if the current supports are working for all students or to determine if additional support is needed for Tiers 2 and 3 students. SRI data will be analyzed for Reading. Progress monitoring will take place in reading, math, science, social studies and writing. Behavior data will be pulled from Decision Ed and Focus/SIS. The behavior data will include # of referrals, # of hawk tickets, and the # of flight cards. The academic data will include classroom grades and # of flight cards. The SBLT will utilize the Tier I, Tier II, & Tier III triangle to determine the behavior and academic targets to monitor.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The staff participates in ongoing training and professional learning communities that foster building and maintaining positive relationships. Professional development activities are presented to staff with the expectation that the strategies taught are carried into each classroom.

 **School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: To improve the overall culture and climate at our school by the number of discipline incidents by 5% in comparison to the 2015-2016 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We revamped our PBIS with collaboration from teachers and staff. We have introduced our PBIS school store. We will have PBS meetings to review and revise as needed. Conduct survey monkey surveys to monitor if our process is working. Hold monthly PLC meetings to discuss tier two and three students. MTSS team will meet biweekly to discuss interventions.	Administration team and SMS Staff
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the number of discipline referrals for black students by 10 % from the 2015-2016 school year in order to close the gap.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Build relationships with all students. Work together at as a staff and administration to provide students with interventions that will allow them to me more successful in class. Partnerships with community partners (tutoring locations). Provide students with mentors (that they have as a student). Girlfriends and 5000 Role Models. Cultural Competency Team. STEP and AVID.	Administration team and staff
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Seminole Middle utilizes PCSB curriculum maps, pacing guides, professional development aligned with Florida Standards. Grade level meetings are focused on data and instruction based on the Florida Standards. Walkthroughs are conducted with a focus on instruction that ensures the curriculum being taught is aligned with Florida Standards. Teachers received feedback when needed. The SBLT analyzes data to ensure that core curriculum and additional supports being implemented with fidelity and students are showing progress. Monthly Teaching and Learning workshops are held to support teachers with school wide goals. Teachers attend in house and district that provided professional development that provides strategies to improve and increase the level of rigor and student engagement in the classroom. The administration team conducted walkthroughs throughout the course of the year to insure that instruction was aligned to state standards. District and classroom common assessments were reviewed to determine the level of academic success by teacher.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Our goal to be increase the level of standard based instruction, rigor and student engagement for all our students at Seminole Middle School. The key areas for improvement are math, science, reading and civics. There are several pieces of data we used to reach this conclusion. That data includes, FSA, EOC, and FCAT data to reach these conclusions.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Student growth is measured by looking at FSA, FCAT, SRI, district and common assessment data. Teachers use this data to determine what areas students are proficient and where remediation is needed.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Orientation is held for incoming 6th graders twice - March and August. We review expectations, course offerings, and programs. We invite high school counselor to meet with our 8th graders to review expectations, course offerings and programs. We have Seminole Career Academy present to our 8th graders. AVID students take field trip to Seminole Campus of St. Petersburg College to investigate careers and college readiness. Guidance Counselor meets with small groups of 8th graders to plan for 9th grade course requests.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Implementation of Standards-Based Curriculum	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Evidence: Student work matches the degree of rigor required per the grade level standard. Students are engaged in cognitively complex tasks.	Department Chairs, Administration
<b>Instructional Strategy 2</b>	
Student Engagement in Learning	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Evidence: Students can discuss content in pairs, groups. Students work together with hands-on projects, manipulatives in meaningful ways, Teachers displays "withitness" in redirecting students who are not engaged.	Teachers, Dept Chairs, Administration
<b>Instructional Strategy 3</b>	
Tracking Student Progress/Use of Learning Goals and Scales	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Evidence: Effective use of learning goals, scales. Effective use of formative assessment in tracking student growth. Celebration of student growth and success.	Department Chairs and Administration.



## Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

We are encouraging a positive working relationships by having more teacher input in school processes as we move forward. Based on our school’s AdvancED climate survey numbers 14 and 15 were areas of concern. Starting this summer, we have insured that teachers and staff had input in some of the critical processes that will be taking place this school year. As an administration team, we worked with them on PBIS and school wide processes, based on feedback from the staff. We will continue to work with this team throughout the year and provide the entire staff opportunities to give feedback on the processes that we are implementing this school year.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers will be supported by content based administration and district coaches during common planning time and monthly PLC’s. This time will be used to model different best practices and strategies. It will also be used to look at school wide and teacher data to improve instruction and school processes.

### Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus on professional development this year was Marzano Learning goals and scales. The next step is having students track their own progress on the scales.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
District provided content trainings	summer	All core content Teachers	Student Achievement
District Wide Training	Preschool and School Year	All Instructional Staff	Student Achievement
Teaching and Learning – School based on classroom observation data	School Year - Monthly	All Instructional Staff	Student Achievement
Culturally Responsive Instruction	School Year	All Staff	Student Achievement
Collaborative Planning	School Year – Monthly PLC	All Instructional Staff	Student Achievement/Deliberate Practice Growth
Teaching & Learning Sessions: writing in all content areas, collaboration, Cornell way, higher order questioning, growth mindset and 10-70-20.	Monthly	All Instructional Staff	Student Achievement



## Family and Community Engagement

Connections: **District Strategic Plan** ● Goals 1,3,6,7  
**Marzano Leadership** ● Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Seminole Middle has joined the Ridgecrest 360 Partnership and the Seminole Community Educational Ecosystem in order to work with our community and gain available resources. Due to our below average to average parental involvement in school-wide events and PTSA meetings the past few years, we are looking to increase participation by offering trainings relevant to parent interests. Volunteers had opportunity to participate in the 5000 Role Model program, Girlfriends, Doorways and mentoring students. Parents and other volunteers participated in the Finance Park field trip, History Fair judges and being guest speakers in all classes including foreign language, health, reading, language arts, and science. Parents were invited to two open houses (6th grade in August, 7th and 8th grade in September). Dozens of community members spoke to students during the Great American Teach-In in November.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

We send out a weekly message via School Messenger to give information for upcoming week. We also keep our website updated and include a Family Calendar filled with all events month to month. Teachers are required keep notes in agendas and to complete a mid-term report to keep parents updated on progress. Many teachers have newsletters and/or websites.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Strategies**

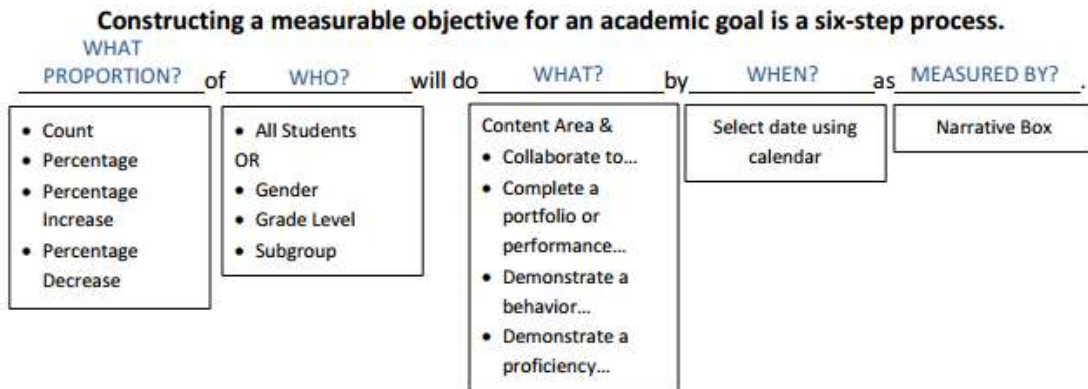
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Out goal is to increase our connections with our Seminole, Ridgecrest and Rainbow families. Buy increasing these connections and parent participation we should see an increase in student learning outcomes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Making connections and communicating with families more often. Improving our positive contacts with parents. Administration will be contacting a group of student’s parents at the beginning of the school year to come in and meet to help students start off on the right track.	Administration and teachers



<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To increase our involvement in the community by 15%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reaching out to parents through student activities, clubs and programs. Holding meeting and activities at the Ridgecrest YMCA and football games. Continue our partnership with 360 and Seminole Ecosystems	Administration and Teachers
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – School Goals / Action Steps

### Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Amy McMahan/Kristina Marn
The number of students meeting proficiency will increase from the 2015-2016 school year by a minimum of 10%.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Teachers meet in Professional Learning Community (PLC) at least once per month to share student data and diagnosis areas of difficulty in order to review</li> </ul>	PLC Agenda and Notes Lesson Plans Interventions – Student Product Write Score Data

<p>student product and design lessons and address those needs.</p>	<p>Progress Monitoring Data FSA Data i-Ready</p>
<ul style="list-style-type: none"> <li>Literacy coaches are embedded in language arts and reading classes for the purpose of modeling and implementing lessons inspired by the LAFS and differentiated for students based on data.</li> <li>Teachers supporting students' use of scales to help students track their progress.</li> <li>Teachers will use AVID strategies such as Cornell Notes, collaborative group structures, and WICOR to encourage close reading, text marking, citing textual evidence and writing from the texts.</li> <li>Teachers will pair close reading of texts to writing assignments using a variety of research-based strategies.</li> <li>Establish school-wide reading program for all students to encourage reading for pleasure.</li> </ul>	<p>Teacher Reflections Pro-Ed Forms Coaching Log Student Data - Scales</p> <p>Formative Assessment Student and Teacher Scales Write Score SRI – level 1 and 2 students</p> <p>Student Product – Cornell Notes Student Data Lesson Plans across content</p> <p>Write Score Writing samples Rubrics Peer Assessment Feedback</p> <p>Reading Logs</p>

<p><b>Mathematics Goal</b></p>	<p><b>Goal Manager:</b> Wendy Bryan/Jennifer Outzs</p>
<p>The number of students meeting proficiency will increase from the 2015-2016 school year by a minimum of 10%.</p>	
<p><b>Actions / Activities in Support of Math Goal</b></p>	<p><b>Evidence to Measure Success</b></p>
<ul style="list-style-type: none"> <li>1. Teachers will utilize research-based methods as a means of incorporating higher order thinking strategies and inquiry into student mastery and progression of the Mathematics Florida Standards.</li> <li>2. Mathematics teachers will implement instruction that is designed to support student success within MAFS through the use of AVID and WICOR strategies.</li> </ul>	<p>Use of Formative Assessment Use of Learning Goals and Scales Math Coach/Professional Development</p> <p>Graphic Organizers Collaborative Structures</p>

<ul style="list-style-type: none"> <li>3. Mathematics teachers will utilize data in order to differentiate and scaffold instruction, resulting in increased student performance.</li> </ul>	Use of Focus FSA/EOC Data Performance Matters
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<b>Science Goal</b>	<b>Goal Manager:</b> LaWanda Johnson/Jim Cooper	
The number of students meeting proficiency will increase from the 2015-2016 school year by a minimum of 10%.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
<ul style="list-style-type: none"> <li>Using supplemental text (science world), implement literacy strategies through the use of interactive notebooks, quick write, graphic organizers, developed Cornell Notes,</li> <li>Continue using AVID/ WICOR Strategies and best practices.</li> <li>Increase the level of rigor in the classroom by-Increase the use of hands-on, minds- on activities; project based learning and higher level questioning.</li> </ul>	-Progress Monitoring Performance - Matters Assessments, Semester Assessments -Pre/Post formative and summative Assessments -Gap Assessments and remediation plan data. -Learning Goal/Scales - Student Assessments (Pre/Post Unit Reflection)	
<ul style="list-style-type: none"> <li>Teachers provide students the opportunity to make a claim, test it and defend their results and evidence.</li> </ul>	Science boards and written lab reports. Project based learning	

### Other School Goals\*

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> Work toward Bronze Level recognition with the Alliance for a Healthier Generation	<b>Goal Manager:</b> Wellness Champion – Michael Mellinger, Health Teacher and Wendy Bryan, Principal	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
<ul style="list-style-type: none"> <li>In 2015-16, school was eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</li> <li>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</li> <li>Target for 2016-17, is to become eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</li> </ul>	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.	

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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Kent Nash/ Oren Schlierer
Social Studies/ The number of students meeting proficiency will increase from the 2015-2016 school year by 5%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.</li> <li>Teacher lesson plans will include a minimum of 3 DBQ's throughout the school year. They will also utilize collaborative PLC time to analyze data and plan for the digital DBQs</li> <li>Teachers will utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.</li> <li>Teachers will utilize AVID strategies to increase student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Student and Teacher scales</li> <li>Primary Source analysis</li> <li>DBQ Essay Writing</li> <li>Writing Samples</li> <li>FSA Data</li> <li>Student Data</li> <li>Formative Assessments</li> <li>Progress Monitoring</li> <li>Cornell Notes</li> <li>Philosophical chairs</li> <li>Interactive notebook</li> </ul>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> LaWanda Johnson
To increase STEM opportunities for Seminole Middle students by 5 percent.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Maintain the STEM Academy to increase access to STEM content for students</li> <li>Differentiate the STEM Academy to increase student achievement.</li> <li>STEM Academy teachers will develop STEM activities that is aligned to current math and science content.</li> <li>Use AVID strategies, like quick writes and higher level questioning, within the STEM Academy.</li> </ul>	<ul style="list-style-type: none"> <li>See the usage of innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.</li> <li>Teachers will provide lessons/Activities that are geared towards each level of student</li> <li>Increase in students using evidence based opinion or argument to connect to real world STEM issues.</li> <li>Students will be more fluent with the usage of quick writes and higher level questions.</li> </ul>

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**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Wendy Bryan/LaWanda Johnson
Increase the percentage of black students achieving at or above proficiency in reading will exceed the state proficiency rates by 10%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>• Students will be identified for participation in the check and connect program. School goals will be to work on building positive relationships and positive identity development.</li> <li>• Provide one-to-one mentoring for at-risk minority students</li> <li>• Our school-based PBS plan will include research based strategies designed to reduce minority student referrals and in- and out- of school suspension rates.</li> <li>• Increase participation in Role Models 5000, Girlfriends and STEP program.</li> <li>• Teachers will use culturally responsive instructional practices. Implementation of a monitoring system for "at risk" black students to include identification and setting academic goals, regular data chats regarding progress on goals.</li> <li>• School will work on building positive relationships and identity development.</li> <li>• Tutoring provided in the neighborhoods of Ridgecrest and Rainbow Village – Monday, Tuesday and Wednesday.</li> <li>• Community Partnerships with Ridgecrest 360 to build family and community relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Data from iReady, formative assessments and FSA.</li> <li>• Increase in teacher/student relationships</li> <li>• Referral and tardy data</li> <li>• Teacher input</li> </ul>

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<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Lee Hughes/Cidney Moore
Close the achievement gap between ELL and Non ELL students by 10%	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Teachers will use more culturally relevant reading materials.	Formative assessments
Implement best practice strategies in math and reading to meet the needs of all students.	Marzano learning goals and scales. And CELA assessment

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Lee Hughes/Cidney Moore
Close the achievement gap between ESE and Non ESE students by 10%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Teachers will be responsible for strictly following IEPs. Differentiating their lessons to provide the best methodology for students.	Formative assessments and common assessments.
Utilize best practice strategies in math and reading to meet the needs of all students.	By monitoring iReady and Think through Math

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Indicator* (Number of students by grade level)	Grade 8th	Grade 7th	Grade 6th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	27%	33%	30%			n/a	30%
Students with attendance below 90 %	.5%	1.5%	1.5%			n/a	1.67 %
Students with excessive referrals**	31	23	14			68	n/a
Students with excessive course failures**	15	23	25			62	n/a
Students exhibiting two or more indicators	15%	15%	15%			n/a	15%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
To increase our attendance to 95%		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
To monitor students in Child Study		Fewer students absent as months progress
Make home visits if needed to get students back in school.		Fewer students absent as months progress

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
To decrease our referral rate by 20%		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Incorporate more positive behavior supports		Less referrals written each month when compared to the previous year.
To implement restorative practices in the classroom and in the school as a whole		More positive relationships between staff and students.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>


**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: To increase the number of students attending tutoring by 10%

Actions / Activities in Support of Goal	Evidence to Measure Success
Work with the guidance counselor to target students in need of extra help.	See a decrease in the number of students failing core classes.
Communicate with parents of students who need tutoring so that they can encourage their students to participate.	See a decrease in the number of students failing core classes.

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	64	% with advanced degrees	34.4%
% receiving effective rating or higher		% first-year teachers	6.2%
% highly qualified (HQT)*	0%	% with 1-5 years of experience	23.4%
% certified in-field**	100%	% with 6-14 years of experience	39.1%
% ESOL endorsed	23.4%	% with 15 or more years of experience	31.2%

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.



We pair new teachers with mentor teachers. We hold monthly meetings that include new teachers, teachers new to our school, or have changed content area or grade level to provide support. Staff development is provided through Leading the Learning Cadre, Instructional Coaches, AVID Site Team and other school personnel in leadership roles. Teachers are recognized for accomplishments at staff meetings each month by administration and by peers on continual basis with HAWKS tickets and Golden Staff Awards. We also want to continue to retain our high performing staff members through providing a positive and supportive environment, both academically and behaviorally.

**SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Jim	Anderson	White	Parent
Wendy	Bryan	White	Principal
James	McHale	White	Parent
Melissa	Martinez	Hispanic	Support Employee
Athena	Hursch	White	Parent
Vicki	Berk	White	Parent
Christy	Rissin	White	Parent
Marci	Edminston	White	Parent
Debbie	Parrish	White	Parent
Jarnae	Pope	Black	Parent
Audra	Liswith	White	Student
Marina	Machini	White	Parent

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/16/2016
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson: Amy McMahan
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State Days / Intervals that Team meets below.
<p>The SBLT/MTSS team meets bi-weekly on Tuesday.          Administrators schedule meetings with faculty, SAC and SBLT to review progress toward the SIP. We review and analyze common assessment data in all content areas, FAIR data, progress monitoring data and monthly behavior data to evaluate the effectiveness of core instruction and tier 2 and 3.</p>

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

<p>The projected use of the school improvement funds is to provide TDEs and materials for professional development and collaborative planning.</p> <p>Related Goals: Reading, Math, Writing, Math and Science          Action Plan: Lesson Study and Collaborative Planning          Type of Resource: Professional Development          Description: TDEs          Amount: Approx. \$6,000 (if funded \$5.00 per student)          SAC will meet on the 3rd Tuesday of every month to approve and monitor the SIP. The SAC will analyze data and monitor the expenditure of the SIP funds. SAC receives legislative information and district and state updates and they provide input on concerns brought to the meetings.</p>
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Use this space to paste budget, if desired.
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