Sebastian Middle School

2015-16 School Improvement Plan

Sebastian Middle School

2955 LEWIS SPEEDWAY, St Augustine, FL 32084

http://www-sms.stjohns.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sebastian Middle School's mission, along with the St. Johns County School District, is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Provide the school's vision statement

Sebastian Middle School's vision is to cultivate high achieving, college and career ready students who excel in a complex and changing world.

School Environment

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

Sebastian Middle School serves a very diverse population and works diligently to know and develop relationships with all students. Staff regularly visits feeder elementary schools and invites incoming sixth grade students and parents twice per year to visit SMS and build relationships.
Our guidance counselors process each student's cumulative record to learn about each student and provide information to teachers. Each student is assigned to a guidance counselor and to a homeroom teacher whom serves as a primary contact.
SMS staff is encouraged to build positive relationships with all students in order to promote student success and receives periodic professional development on relationship strategies.

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

Sebastian Middle School follows all state and district regulations and guidelines regarding safety including have an Emergency Operations team and plan, conducting regular safety drills and monitoring all security systems in place.
The St. Johns County School District believes that all students be afforded a setting that is safe, secure, and free from bullying and harassment of any kind. In compliance with Florida Statute 1006.147 and School Board Rule 3.21, the school district has adopted a comprehensive policy prohibiting bullying and harassment.
SMS teaches, models and rewards the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

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

At Sebastian Middle School we believe that everyone has the right and responsibility to achieve his or her educational best. To make this happen, everyone needs a safe and positive environment in which to learn. To be the best we can be, we will honor individual differences, clearly define expectations, hold each person accountable for his or her own behaviors, and teach and model positive behaviors.
We Expect Students To:
*S – Show respect!

*O – Observe rules!

*A – Achieve Success!

*R – Ready to learn!

Sebastian Middle School meeting their expectations will be reinforced for positive behavior through one or more of the following honor point system, honor recognition, inclusion in school activities/ assemblies, enhanced self image and enhanced self respect.

Students not meeting their expectations will be encouraged to develop increased self control and improve their ability to make positive behavior choices through the school wide use of a discipline level system. The level system defines infractions and related consequences.

We believe consistency is key to helping students succeed. Using the St. Johns County School District's Code of Conduct, we have established a school wide Discipline Plan. The entire SMS staff received a half-day of middle school behavior refresher training this summer to improve classroom management.

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

Sebastian Middle School guidance counselors meet with each grade level during the first month of school to assess needs and introduce themselves and services available.

ESE students with specific social-emotional needs are provided a social emotional class, mental health counseling by the SJCSD and or a mentor.

SMS is participating in The Boomerang Project's middle school WEB program. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	9	26	28	63
One or more suspensions	12	33	43	88
Course failure in ELA or Math	1	1	3	5
Level 1 on statewide assessment	27	31	41	99

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	5	25	24	54

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

EWS students are reviewed weekly by the MTSS team. Each student with two or more indicators is assigned an adult mentor to check on the student regularly to encourage success.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/176112.

Description

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

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

Sebastian Middle School encourages community involvement in three ways:
School Advisory Council (SAC) -a diverse group of stakeholders (employees, parents, community members) of a school, established through Florida law, with the shared goal of increasing student achievement in a safe learning environment.
Parent Teacher Organization (PTO) - helps pull resources, ideas and volunteers to build a partnership between parents, businesses and the school.
Business Partners - are welcome and encouraged to support SMS through many means (donations of funds, equipment or supplies, sponsorships), volunteers and mentors.

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:

Name	Title
Battell, Kelly	Principal
Banton, Ted	Assistant Principal
Sikes, Christine	Instructional Coach
McCullough, Emily	Instructional Coach
Fortune, Leanne	Guidance Counselor
Fusco, Angela	Guidance Counselor
Sharman, Pete	Dean
Sharman, Katharine	Administrative Support
Hoechst, Robert	Psychologist

Duties

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

Principal – Kelly Battell
Assistant Principal - Ted Banton
MTSS Facilitator - Katharine Sharman
Instructional Literacy Coach - Christine Sikes
Math and Science Coach - Emily McCullough
Guidance Counselors - Leanne Fortune & Angela Fusco
Dean - Pete Sharman
School Psychologist - Robert Hoescht
Responsibilities:
-Member of core team
-Attends core meetings
-Attends RtI review meetings with teacher
-Helps develop Tier II and Tier III academic and behavior plans
-Develops agenda for MTSS meetings
-Responsible for gathering attendance data
-Responsible for gathering behavior data
-Graphs students' progress monitoring data
-Participates in gap analysis
-Makes the MTSS team aware of health/medical conditions that may impact learning
-Takes minutes during the meeting
-Provides the minutes of the meetings to all MTSS members in a timely fashion
-Files paperwork for RtI students into the RtI folder
-Updates data into the RtI digital database
-Schedules meetings to review RtI plans with teachers
-Sends home referrals based on vision and hearing needs
-Refers students/parents to appropriate community resources
-Participates in parent conferences
-Performs classroom observations
-Develops progress monitoring probes
-Reviews school wide progress monitoring information
-Conducts guidance lessons based on specific areas of need
-Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
-Finalizes RtI referral packet and submits to LEA

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

At SMS, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted during and after the school day. The district coordinates with Title II and Title III in ensuring staff development needs are provided

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through staff development.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide reading remediation during and after the school day.

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs (i.e. Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Nutrition Programs N/A

Housing Programs N/A

Head Start N/A

Adult Education N/A

Career and Technical Education

District receives funds for CTE for the development of middle school career and technical tracts.

Job Training N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kelly Battell	Principal
Luie Hernandez	Education Support Employee
Marilee Churchill	Teacher
Kathy Hayward	Parent
Heather Hagy	Teacher
Sharon Hill	Business/Community
Lisa Thacker	Education Support Employee
Amanda Southerland	Parent
Meredith Conroy	Parent
Susan Connor	Parent

Duties

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

Evaluation of last year's school improvement plan

The previous years school improvement plan was presented along with most recent school achievement data at the first meeting of the school year. Changes in state standards and testing were addressed in the discussion of the plan.

Development of this school improvement plan

SAC is key in the development of the annual school improvement plan and reviews the plan monthly.

Preparation of the school's annual budget and plan

Based on Needs Assessment Staff survey, the SAC meets to review needs and prepare the budget.

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

School improvement funds were used to purchase materials and trainings that support AVID (Advancement Via Individual Determination).

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:

Name	Title
Battell, Kelly	Principal
Banton, Ted	Assistant Principal
Sikes, Christine	Instructional Coach
Feijoo, Sylvia	Teacher, K-12
Pardo, Marta	Teacher, ESE
Bradford, Kelly	Teacher, K-12
McCullough, Emily	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

LLT team will continue to promote school-wide AVID WICOR strategies: writing, inquiry, collaboration, organization and reading professional development and classroom implementation with a special emphasis on our level 1 and 2 readers.

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

All core teachers teaching the same subject have weekly common planning to work as a PLC. Each PLC will write common assessments - formative & summative, look at student data, and plan instruction.

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

1. Utilization of district Applitrack program to recruit and hire (principal)
2. Regular meetings of new teachers (assistant principal)
3. Partnering new teachers with veteran staff (department chairs)
4. Content area collaboration (department chairs)
6. Peer evaluator system (SJCSD)

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

The SJCSD holds a two-day new teacher orientation before school starts and holds (voluntary) monthly professional development for all new teachers. The district also assigns every new teacher to a peer evaluator who observes and discusses improvements to classroom and instructional practices.
At the school level, we pair new teachers with their department chair who mentors them throughout the year. The department collaborates together and shares/models best practices.
The assistant principal meets monthly and as needed to touch base with new teachers.

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

Teacher representatives from each course and or grade level meet multiple times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards- based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

While we are waiting for the results of the 2015 FSA in reading, students who scored a level 1 on the 2014 FCAT Reading are placed in a stand alone Intensive Reading class this year.
Students who scored a level 2 on the 2014 FCAT year are placed in a Content-Area Reading class (science or social studies) with a certified CARpd teacher.
Students who scored a level 1 or 2 in math are placed in leveled math classes in order to maximize their needs.
Teachers have been trained to use high-yield instructional strategies, to look at data and to differentiate instruction for their students. Teachers have common planning with their PLC, so there is time to accomplish this task.

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

Strategy: After School Program

Minutes added to school year:

After-school remediation and/or recovery is held as needed by individual teachers. This time allows for tutoring and grade recovery. A transfer bus is provided for transportation home, if needed.

Strategy Rationale

To help those students who have fallen behind due to attendance, discipline or academic issues.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Battell, Kelly, kelly.battell@stjohns.k12.fl.us

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

Participation rosters, grades, and testing scores.

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

In January, we hold a 5th grade Night inviting incoming 5th graders and their parents to an evening of "About SMS". We offer an information session for parents, a scavenger hunt for students, meet-the-teachers and see-the classrooms tour, along with an ice cream social. In the Spring, we visit each school and provide a 'virtual' tour of the school, answer all questions,
Both events are designed to alleviate fears and answer questions about the transition to middle school. In addition, we send out a summer newsletter and a welcome letter to 5th grade families.
A week before school starts, we host a 6th grade WEB Social. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions

G2.   To increase overall student achievement in the area of reading.

G3.   To increase overall student achievement in the area of math.

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. Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions `1a`

🔑 G069024

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal `2`

- MTSS, Teacher Mentors, Truancy Department
- WEB

Targeted Barriers to Achieving the Goal `3`

- Communication with and involvement of parents regarding truancy and behavior issues.
- 6th grade transition to middle school

Plan to Monitor Progress Toward G1. `8`

increased parent communication and decreased truancy rates

Person Responsible
Kelly Battell

Schedule
Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion
parent communication records, absentee, tardy and suspension rates.

G2. To increase overall student achievement in the area of reading. 1a

🔍 G069025

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- Professional Development
- Master Schedule

Targeted Barriers to Achieving the Goal 3

- level of rigor
- level of engagement

Plan to Monitor Progress Toward G2. 8

school-wide data

Person Responsible

Kelly Battell

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Grades, state assessment scores, acceleration rates

G3. To increase overall student achievement in the area of math. 1a

🔍 G069026

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0

Resources Available to Support the Goal 2

- Math Coach
- Master Schedule

Targeted Barriers to Achieving the Goal 3

- level of rigor
- level of engagement

Plan to Monitor Progress Toward G3. 8

test scores, grades and statewide assessment data

Person Responsible
Kelly Battell

Schedule
On 5/26/2016

Evidence of Completion
student achievement

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. Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions 1

🔑 G069024

G1.B1 Communication with and involvement of parents regarding truancy and behavior issues. 2

🔑 B179369

G1.B1.S1 Make frequent contact with parents regarding absenteeism, tardies and behavior. 4

🔑 S190709

Strategy Rationale

Parent involvement is crucial to a student's success in school. Sometimes just making them aware of the policies and efforts on behalf of the school can make an improvement.

Action Step 1 5

Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with 15 days of absences. The dean will speak with parents of students who are are exhibiting behavior problems.

Person Responsible

Kelly Battell

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Attendance, tardy and behavior records with evidence of parent contact.

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

MTSS review

Person Responsible

Kelly Battell

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

attendance and suspension data and contact records

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

Weekly MTSS review of data.

Person Responsible

Kelly Battell

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

attendance, tardy and suspension rates

G1.B2 6th grade transition to middle school 2

G1.B2.S1 Institute the WEB transition program to help 6th graders. 4

Strategy Rationale

More and more studies show that if students have a positive experience their first year in middle school, their chances for success increase dramatically.

Action Step 1 5

Institute the WEB transition program to help 6th graders.

Person Responsible

Angela Fusco

Schedule

On 5/26/2016

Evidence of Completion

6th grade attendance, behavior, academic successes

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

Person Responsible

Kelly Battell

Schedule

On 5/26/2016

Evidence of Completion

G2. To increase overall student achievement in the area of reading. `1`

`G069025`

G2.B1 level of rigor `2`

`B179371`

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide. `4`

`S190711`

Strategy Rationale

The AVID curriculum supports reading through the use of
Deep Reading Strategies
Note-Taking
Graphic Organizers
Vocabulary Building
Summarizing
Reciprocal Teaching

Action Step 1 `5`

WICOR professional development provided monthly to all instructional staff
select staff are invited to attend the annual AVID summer conference paid by Title 1 funds

Person Responsible

Kelly Battell

Schedule

On 5/26/2016

Evidence of Completion

inservice logs

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

classroom observations

Person Responsible

Kelly Battell

Schedule

Biweekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

teacher evaluations

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

student achievement

Person Responsible

Kelly Battell

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

grades, progress monitoring, state and district exam results

G2.B2 level of engagement `2`

🔑 B179372

G2.B2.S1 1:1 Digital Pilot `4`

🔑 S190712

Strategy Rationale

All students will be issued a laptop to use this year which will increase the level of engagement in curriculum.

Action Step 1 `5`

Each student will be issued a laptop for use at school and home.

Person Responsible

Kelly Battell

Schedule

On 5/20/2016

Evidence of Completion

Attendance, grades, test results.

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

Digital Pilot reports

Person Responsible

Kelly Battell

Schedule

On 5/26/2016

Evidence of Completion

Reading grades and state assessment data.

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

Comparison to previous year's data.

Person Responsible

Kelly Battell

Schedule

On 5/26/2016

Evidence of Completion

Reading grades and state assessment data.

G3. To increase overall student achievement in the area of math. 1

G069026

G3.B1 level of rigor 2

B179373

G3.B1.S1 Professional development and resources aligned to standards-based assessment and higher level questioning. 4

S190713

Strategy Rationale

Math coach will be able to provide one on one assistance to math teachers, including developing, modeling and evaluating effective math lessons.

Action Step 1 5

Math collaboration meetings.

Person Responsible

Emily McCullough

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

assessments

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

Bi-weekly meetings with math coach, classroom observations

Person Responsible

Kelly Battell

Schedule

Biweekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Math coach reports, teacher evaluations

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

Math coach

Person Responsible

Kelly Battell

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

math grades and state assessment scores

G3.B2 level of engagement `2`

🔑 B179374

G3.B2.S1 1:1 Digital Pilot Program `4`

🔑 S190714

Strategy Rationale

Action Step 1 `5`

Each student will be issued a laptop for use at school and home.

Person Responsible

Kelly Battell

Schedule

On 5/20/2016

Evidence of Completion

Attendance, grades, test results.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Comparison to previous year's data.

Person Responsible

Kelly Battell

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Attendance, Math grades and state assessment data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Student achievement comparisons.

Person Responsible

Kelly Battell

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Math grades and state assessment data.

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	Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with 15 days of absences. The dean will speak with parents of students who are are exhibiting behavior problems.	Battell, Kelly	8/10/2015	Attendance, tardy and behavior records with evidence of parent contact.	5/26/2016 weekly
G1.B2.S1.A1	Institute the WEB transition program to help 6th graders.	Fusco, Angela	8/3/2015	6th grade attendance, behavior, academic successes	5/26/2016 one-time
G2.B1.S1.A1	WICOR professional development provided monthly to all instructional staff select staff are invited to attend the annual AVID summer conference paid by Title 1 funds	Battell, Kelly	8/10/2015	inservice logs	5/26/2016 one-time
G2.B2.S1.A1	Each student will be issued a laptop for use at school and home.	Battell, Kelly	8/20/2015	Attendance, grades, test results.	5/20/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Math collaboration meetings.	McCullough, Emily	8/10/2015	assessments	5/26/2016 weekly
G3.B2.S1.A1	Each student will be issued a laptop for use at school and home.	Battell, Kelly	8/20/2015	Attendance, grades, test results.	5/20/2016 one-time
G1.MA1	increased parent communication and decreased truancy rates	Battell, Kelly	8/10/2015	parent communication records, absentee, tardy and suspension rates.	5/26/2016 weekly
G1.B1.S1.MA1	Weekly MTSS review of data.	Battell, Kelly	8/10/2015	attendance, tardy and suspension rates	5/26/2016 weekly
G1.B1.S1.MA1	MTSS review	Battell, Kelly	8/10/2015	attendance and suspension data and contact records	5/26/2016 weekly
G1.B2.S1.MA1	[no content entered]	Battell, Kelly	8/3/2015		5/26/2016 one-time
G2.MA1	school-wide data	Battell, Kelly	8/10/2015	Grades, state assessment scores, acceleration rates	5/26/2016 monthly
G2.B1.S1.MA1	student achievement	Battell, Kelly	8/10/2015	grades, progress monitoring, state and district exam results	5/26/2016 quarterly
G2.B1.S1.MA1	classroom observations	Battell, Kelly	8/10/2015	teacher evaluations	5/26/2016 biweekly
G2.B2.S1.MA1	Comparison to previous year's data.	Battell, Kelly	8/10/2015	Reading grades and state assessment data.	5/26/2016 one-time
G2.B2.S1.MA1	Digital Pilot reports	Battell, Kelly	8/10/2015	Reading grades and state assessment data.	5/26/2016 one-time
G3.MA1	test scores, grades and statewide assessment data	Battell, Kelly	8/10/2015	student achievement	5/26/2016 one-time
G3.B1.S1.MA1	Math coach	Battell, Kelly	8/10/2015	math grades and state assessment scores	5/26/2016 monthly
G3.B1.S1.MA1	Bi-weekly meetings with math coach, classroom observations	Battell, Kelly	8/10/2015	Math coach reports, teacher evaluations	5/26/2016 biweekly
G3.B2.S1.MA1	Student achievement comparisons.	Battell, Kelly	8/10/2015	Math grades and state assessment data.	5/26/2016 quarterly
G3.B2.S1.MA1	Comparison to previous year's data.	Battell, Kelly	8/10/2015	Attendance, Math grades and state assessment data.	5/26/2016 quarterly

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. Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions

G1.B2 6th grade transition to middle school

G1.B2.S1 Institute the WEB transition program to help 6th graders.

PD Opportunity 1

Institute the WEB transition program to help 6th graders.

Facilitator

Angela Fusco and Marta Pardo

Participants

All 6th grade students and 40 8th grade WEB leaders

Schedule

On 5/26/2016

G2. To increase overall student achievement in the area of reading.

G2.B1 level of rigor

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide.

PD Opportunity 1

WICOR professional development provided monthly to all instructional staff select staff are invited to attend the annual AVID summer conference paid by Title 1 funds

Facilitator

ILC

Participants

all teachers

Schedule

On 5/26/2016

G3. To increase overall student achievement in the area of math.

G3.B1 level of rigor

G3.B1.S1 Professional development and resources aligned to standards-based assessment and higher level questioning.

PD Opportunity 1

Math collaboration meetings.

Facilitator

Math coach

Participants

Math teachers

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Budget

Budget Data

1	G1.B1.S1.A1	**Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with 15 days of absences. The dean will speak with parents of students who are are exhibiting behavior problems.**	**$0.00**
2	G1.B2.S1.A1	**Institute the WEB transition program to help 6th graders.**	**$0.00**
3	G2.B1.S1.A1	**WICOR professional development provided monthly to all instructional staff select staff are invited to attend the annual AVID summer conference paid by Title 1 funds**	**$0.00**
4	G2.B2.S1.A1	**Each student will be issued a laptop for use at school and home.**	**$0.00**
5	G3.B1.S1.A1	**Math collaboration meetings.**	**$67,072.00**

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		0301 - Sebastian Middle School	Other		$67,072.00
		Notes: SAI funds were used to hire a math teacher and buy math resources to support our struggling math students.			

6	G3.B2.S1.A1	**Each student will be issued a laptop for use at school and home.**	**$0.00**
		Total:	**$67,072.00**