

Volusia County Schools

River Springs Middle School



2015-16 School Improvement Plan

River Springs Middle School

900 W OHIO AVE, Orange City, FL 32763

<http://myvolusiaschools.org/school/riverspringsmiddle/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	30%

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 Volusia County School Board on 11/10/2015.

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>.

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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, 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

At RSMS, all students will move forward career and college ready.

Provide the school's vision statement

RSMS will provide an inclusive school community committed to academic excellence.

School Environment

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

We have a mentoring program in which teachers mentor students and provide them with a little extra push they need to be successful. There are also ice cream socials and pizza with the principal which promotes students with good grades and civic minded behaviors. Each grade level hosts socials that allow the teachers to see the students outside of the classroom environment. There will be quarterly parent nights to assist the families with school level collaboration and the opportunity to participate in the learning process for their student. We have also worked with our Spanish teacher and the multicultural club to have celebrations around Spanish Heritage Month. We hosted a summer Math Camp where struggling students received additional help with math skills as well as built relationships with teachers. We are also planning to host monthly curriculum nights and offer a variety of after school clubs.

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

Teachers and staff members are located in all of the student holding areas to ensure a safe environment for everyone. The students are directed to sit while they wait for the day to begin and enter and exit the buildings in an orderly fashion in the morning and during afternoon dismissal. Each year we host several bully prevention assemblies with guest speakers. All administrators and guidance counselors have open door policies where students can discuss difficulties they may be having.

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

There is a school wide tardy policy that minimizes overall tardy behaviors. The teachers are trained regarding the common behavioral and discipline process. This helps to ensure that parents are contacted and time outs are exhausted before the teacher writes a referral. Each grade level conducts a discipline assembly each 9 weeks with the students so that grade level expectations are clear to each student in that grade. Teachers share reminders with students every period during the first week of school that clearly explains the expectations of the campus as a whole. Students and parents are provided a copy of the student handbook which provides information about the school as well as the student code of conduct. There are two campus advisers who roam the campus and keep the distractions to instructional time at a minimum. There is a Behavioral Leadership Team in place to constructively address new/on-going campus wide behavioral issues.

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

Our school counselors have continued a mentoring program that provides peer mentoring to many of our students with disabilities. Teachers have also been called to participate in the mentoring of students that have been identified through the early warning system as at risk students. We also have a bully prevention program in place that gets all students to talk about the concerns and dangers of bullying.

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

We use our early warning system to track students that exhibit at risk behaviors in the following areas:

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

Number of retentions

Grade appropriate age

Grade point average

ESE and ELL status

Number of referrals

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	20	41	46	107
One or more suspensions	26	55	45	126
Course failure in ELA or Math	31	63	42	136
Level 1 on statewide assessment	88	103	172	363
Attendance below 90 % 1st Qtr	0	0	0	
Attendance below 90 % 2nd Qtr	0	0	0	
Attendance below 90 % 3rd Qtr	0	0	0	
Attendance below 90 % 4th Qtr	0	0	0	
One or more suspensions 1st Qtr	0	0	0	
One or more suspensions 2nd Qtr	0	0	0	
One or more suspensions 3rd Qtr	0	0	0	
One or more suspensions 4th Qtr	0	0	0	
course failure in ELA or Math 1st Qtr	0	0	0	
course failure in ELA or Math 2nd Qtr	0	0	0	
course failure in ELA or Math 3rd Qtr	0	0	0	
course failure in ELA or Math 4th Qtr	0	0	0	
Level 1 on statewide assessment 1st Qtr	0	0	0	
Level 1 on statewide assessment 2nd Qtr	0	0	0	
Level 1 on statewide assessment 3rd Qtr	0	0	0	
Level 1 on statewide assessment 4th Qtr	0	0	0	
	0	0	0	

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	38	93	70	201

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

The above data (b1) reflects the baseline number of students exhibiting 2 or more indicators as of Sept. 15, 2015 and will be updated quarterly at the end of each 9 weeks.

The above data (b2) reflects the number of students exhibiting 3 or more indicators at the end of the 2014-2015 school year.

We have a school-wide systems approach plan in place to address the needs of the students indicated. Our plan includes the following:

We are inviting all families to an event in which the early warning indicators will be explained, strategies for students and parents to implement to ensure success, provide information on accessing resources within the school and community that are available to assist families, and to open the paths of communication between parents and student, parents and school, as well as student and school. The invitation will be in the form of a letter that includes the above agenda, a short synopsis of the

EWS indicators, and the number of EWS indicators in which the student is currently identified. We will make personal phone calls to the students' families that are considered currently at risk.

We are identifying students who are currently exhibiting moderate at risk behavior, assigning these students to a case manager that will meet with them regularly to devise a course of action and follow up on progress.

We are identifying students that are currently exhibiting high at risk behavior and assigning these students a case manager as above, as well as a teacher mentor.

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

Families will be informed through newsletters, automated messaging system, Parent Portal, the school webpage, and by email of parental involvement opportunities. We will involve parents in grade level specific events including field trips, student socials, and the talent show. There will be quarterly parent nights that will help the families work closely with the school for the overall success of the students. We are also inviting all families to an event in which the early warning indicators will be explained, strategies for students and parents to implement to ensure success, provide information on accessing resources within the school and community that are available to assist families, and to open the paths of communication between parents and student, parents and school, as well as student and school.

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

The teachers and administrators often attend community events that promote the school such as Chamber meetings, local civic organizations, parades, etc. We partner with local restaurants for spirit nights to raise school funds and promote business for them with our students. We also work closely with the local businesses to provide our students with school supplies, and other donations that are used to support our students and families.

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
Gotlib, Stacy	Principal
Boles, Chester	Assistant Principal
Dono, Heidi	Teacher, K-12
Egan, Meredith	Instructional Coach
Moore, Kelly	Teacher, K-12
Cassidy, April	Instructional Coach
McCrary, Kristin	Teacher, K-12
Stevenson, Delecia	Assistant Principal
Robare, Thomas	Assistant Principal
Morris, Nancy	Teacher, K-12
Munk, Chuck	Teacher, K-12
Goropeushek, Franz	Teacher, K-12
D'Aliso, Christy	Teacher, K-12

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The team includes the school psychologist and guidance.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved

in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying prevention
- Teens against violence by Domestic Abuse Counsel through Personal Fitness classes

River Springs Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Basketball

River Springs Middle School offers the following Career and Technical Courses:

Personal Development

Culinary Careers

Introduction to Agriscience

Orientation to Agriscience

Exploration to Agriscience

Introduction to Technology

Exploring Technology

Exploration of Communications Technology

Keyboarding

River Springs Middle School offers students' career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, and Technology career clusters.

Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, SGA, Math Counts, Science Olympiad, Yearbook Club, and WGTR News Crew.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Chuck Munk	Teacher
Angie Volgezang	Parent
Jennifer Amaral	Parent
Jill Leasure	Parent
Tracey Natriello	Parent
Norma Llewellyn	Parent
Phyllis Butlien	Business/Community
Stacy Gotlib	Principal
Chester Boles	Education Support Employee
Henri Shafer	Teacher
Sharon Love	Education Support Employee

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

A SAC meeting was devoted to explaining the SIP process and gaining input from the members. The members were given quarterly updates regarding progress toward the SIP goals. A report was given to the SAC once the goals were met and the members were encouraged to ask questions and provide input.

Development of this school improvement plan

The River Springs Middle School Advisory Council has regular and ongoing input into the School Improvement Plan. At the September 2015 meeting, SAC will discuss barriers and potential strategies for the 2015-16 school year. This input will be included in drafting the plan. The SIP draft is presented to SAC for revisions and/or corrections and final approval.

Preparation of the school's annual budget and plan

The SAC is addressed by the Principal and given a synopsis of the budgetary needs to fulfill our school's improvement plan. Discussions are had to give SAC members the opportunity to offer suggestions. A vote then takes place to make those funds available.

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

In late 2013-2014, SAC received \$13,228. In 2014-2015, SAC received \$6,728. The following SIP projects were funded by these funds:

- Substitute Teachers for PD \$3,200.00
- PE PA System \$699.00
- Food Supplies for Cul. CI \$1,000.00
- Classroom Books \$500.00
- USA Test Prep \$710.42
- Books \$380.00
- Data Boards \$3,526.97
- Travel for Future Prob. Sol. \$1,200.00
- Math Camp \$787.00

Classroom Tablets \$1,440.00
 Student Awards for award day \$1,500.00
 Reinforcements \$200.00
 Battle of the Books \$500.00
 Books for PD \$500.00
 Reading Books for students \$435.00
 Classroom Calculators \$350.00
 Classroom supplies \$400.00
 Art Supplies \$800.00
 Reading Books for students \$350.00

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
Gotlib, Stacy	Principal
Boles, Chester	Assistant Principal
Egan, Meredith	Instructional Coach
Cassidy, April	Instructional Coach
Dono, Heidi	
McCrary, Kristin	Teacher, K-12
Moore, Kelly	Teacher, K-12
Morris, Nancy	Teacher, K-12
Goropeushek, Franz	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of individual organizes many activities throughout the school year to promote literacy. These activities include the following:
 School-based Community Literacy Night
 School involvement with the District Literacy Fair
 Literacy Week Activities
 Annual Book Fair
 Race to Read Program
 Reading Counts Reward Initiative
 Spelling Bee

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 teachers of the same grade and subject share a common planning time. This allows these teachers to work closely in PLC groups on a weekly basis. The PLCs are given time throughout the school year to use a full day of collaboration to plan assessments and plans of action. Teachers are also provided time during all PD times to collaborate and produce evidence of their efforts. Many teachers have vertically teamed so that they can work toward their DPPs collaboratively.

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

Administration participates in district and state job fair recruitment activities. Administration conducts extensive interviews with candidates to ensure correct selection and placement according to our school's need. Programs are in place to assist new teachers and to provide them with the much needed support of a beginning teacher. These programs include the New Teacher Program E3 which offers individualized PD, mentors, peer classroom visits, and other site visits. The school has a new teacher mentoring program that pairs each new teacher with an experienced teacher within their subject to provide daily support.

Teachers are given opportunity for leadership and advancement through on the job training and mentoring by a current school administrator.

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

New to RSMS and first year teachers are mentored by a highly effective teacher, as well as a district assigned Peer Assistance and Review (PAR) Teacher. The following activities are provided: Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3). Teachers are paired as much as possible with teachers within their subject and grade to encourage close PLC work and ease of access.

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

Our teachers use the district provided curriculum maps and pacing guides to plan and pace their instruction. Instruction is based off of the district provided curriculum for each subject. The provided curriculum has been aligned to the Florida standards during the district curriculum selection process. Teacher individually and collectively plan their instruction using the curriculum, curriculum maps, and pacing guides as they ensure that the Florida Standards are covered to a degree in which students gain at minimum a proficient level learning and understanding. Teachers are observed and evaluated based on their teaching of these standards. Teachers are provided support and guidance if it is determined that they are not teaching at an acceptable level. All teachers are given continual professional development designed around teaching these standards using research proven methods and strategies.

Instructional Strategies

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

Teachers meet weekly with their PLC to plan and address issues including academically struggling students. During those meetings teachers discuss data, the validity of their assessments, student performance and plans of action for the under-performing students. Teachers work collaboratively to develop common assessments and then compare how the students did on these assessments from class to class and teacher to teacher. The school has SWAMP Wednesdays to ensure all students are given an opportunity for remediation and/or enrichment during class time based on this data. Teachers often switch students during this time to teach a topic in which they are proficient teaching to those students struggling with the topic. Teachers also devise plans for before and after school as well as lunch time remediation. Further differentiation of classwork, projects, and tests often comes as a result of collecting and analyzing data during PLC time. Teachers have also been and still are being trained in differentiating instruction to meet students at their level. As a part of our SIP, differentiation is closely monitored during evaluations and is therefore a priority for teachers. Students with disabilities are met at their instructional level and ESE teachers help gen ed teachers understand and implement the student's individual plans.

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: Summer Program

Minutes added to school year: 600

Soon to be 8th graders who were 1 and 2 on FCAT were targeted for a math summer camp.

Strategy Rationale

We are attempting to combat summer learning loss by offering soon to be 8th graders a review of the 7th grade Florida standards

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Munk, Chuck, camunk@volusia.k12.fl.us

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

Students will be tracked through their SMT 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

For the upcoming six graders our school counselor and 6th grade administrator visit the elementary schools to meet the students. They also provide a WEB orientation, which is designed to orientate the students with the school building before school starts and to meet some of the teachers. WEB takes place the first week of August. During the presentation students also have the opportunity to get to know other students and is used to inform parents of all the important details about entering middle school. The 8th graders attend a parent night at the middle school where they meet their future administration and counselors. During this parent night credits and programs available at the high

school are explained in detail. They also provide the parents with an insight to the upcoming schedule selection process.

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

RSMS offers students the following Career and Technical Courses:

Personal Development
Culinary Careers
Introduction to Agriscience
Orientation to Agriscience
Exploration to Agriscience
Introduction to Technology
Exploring Technology
Exploration of Communications Technology
Keyboarding
CTE

Many of these courses focus on job skills and offer students internships. Each year, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide which classes are best for them. Parents are invited to these meetings and final course selection is sent home for parent signature.

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

River Springs Middle School offers the following Career and Technical Courses:

Personal Development
Culinary Careers
Introduction to Agriscience
Orientation to Agriscience
Exploration to Agriscience
Introduction to Technology
Exploring Technology
Exploration of Communications Technology
Keyboarding
CTE

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

AVID strategies are promoted school wide. These strategies include: Cornell note taking, learning logs, team building, and time management. WICOR strategies have been implemented in most classrooms and teachers are receiving professional development on various WICOR strategies to continue to promote the AVID strategies school wide. Even though the funding for AVID is gone the school will continue to use the AVID strategies.

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

Increased the number of sections of advanced and HS credit courses offered throughout the day. Beginning School wide Implementation of AVID strategies including PD for all staff on WICOR strategies

Every 7th and 8th grade student will take at least one CTE/STEM elective course prior to advancing to HS

We will have a career day for all students

Offering 2 sections of Industry Certification courses in technology to interested 7th/8th graders

We no longer allow students to opt out of reading, even if they take Spanish

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If we provide rigorous, differentiated instruction based on students' needs, then RSMS will perform in the top 1/3 on district and state assessments.

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. If we provide rigorous, differentiated instruction based on students' needs, then RSMS will perform in the top 1/3 on district and state assessments. 1a

G069086

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Level 1	90.0
FSA English Language Arts - Achievement	56.0
Algebra I EOC Pass Rate	95.0
FSA Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- Reading Coach
- Math Coach
- District Subject Area Specialists
- PD days and early release days will be used to teach Rigor
- District assigned DA liaison
- PLC groups meet with administration 1x/week
- District writing coach
- Instructional leaders, subject area contacts
- School Leadership Team
- Parental and community support
- SAC, tutoring volunteers, PTSA
- SIP funds
- DOE and District support staff
- 2015-2016 PD (twitter, Book Chats, Dr. Julie Smith)
- Science Coach
- Writing Coach

Targeted Barriers to Achieving the Goal 3

- Definition of Rigor and what it looks like in each PLC
- Consistency issues as DI and Rigor is implemented throughout the year
- Lack of familiarity and understanding concerning the use of Differentiated Instruction in some classrooms

Plan to Monitor Progress Toward G1. 8

District and state assessments will be collected and used to measure if we are in the top 1/3 on district and state assessments.

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans, PLC meeting notes, administrative observations and learning walks will be the evidence collected to observe if progress towards the goals is taking place.

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. If we provide rigorous, differentiated instruction based on students' needs, then RSMS will perform in the top 1/3 on district and state assessments. **1**

 G069086

G1.B1 Definition of Rigor and what it looks like in each PLC **2**

 B179573

G1.B1.S1 We will use portions of all professional development days, early release PD times, PLC meetings, and faculty meetings to train teachers in ways to increase Rigor in the classroom. **4**

 S190872

Strategy Rationale

Not all teachers have a complete understanding of the concept of Rigor and how it translates into the classroom.

Action Step 1 **5**

All teachers will participate in frequent school-based professional development where they will learn the strategies to increase Rigor in their classrooms. All teachers will participate in full day PLC planning centered around both defining what Rigor looks like in the classroom as well as reflective strategies to implement and monitor what is being learned in PD and continue that ongoing conversation in PLCs throughout the year.

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 8/18/2015 to 5/31/2016

Evidence of Completion

Sign in sheets to PD, learning walk data collected by leadership team, walk thru data by administration and lesson plans turned in by teachers

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

Administration will be responsible for the fidelity of implementation through a variety of activities. Administration will confirm that instructional strategies based on the data are produced, implemented and then reported and collected at weekly PLC meetings through the notes of the meeting. These strategies will be monitored in the classroom during formal observations and informal observations through learning walks.

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans containing strategies for raising Rigor will be produced as a result of the professional development as well as monitor the use of strategies that raise Rigor in the classroom during walk thrus, documenting this within the VSET system.

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

Feedback will be provided to teachers on the lesson plans developed as a result of PD, and immediate feedback will be provided on walk-thru observations. At River Springs, a reflective tool called LARC was created so that teachers may reflect on the implementation of the strategies that have learned through PD. They can also use this data on their DPP. These steps will show effectiveness of strategy by the implementation of principles of rigor shared at PD and applied to the classroom setting. They will be confirmed through learning walks and walk through observations. Also, data will be used to confirm effectiveness of the strategy.

Person Responsible

Stacy Gotlib


Schedule

Monthly, from 9/1/2015 to 5/31/2016


Evidence of Completion

Teacher evaluation/walk-thrus and lesson plans

G1.B4 Consistency issues as DI and Rigor is implemented throughout the year **2**

 B179576

G1.B4.S1 Learning walks will be utilized throughout the year to assess how well teachers at RSMS are implementing the strategies of DI and increasing Rigor in the classroom. **4**

 S190873

Strategy Rationale

Not all teachers consistently implement throughout the year all the strategies taught and discussed during Professional Development.

Action Step 1 **5**

Administration and teacher leaders will be trained and will implement learning walks to offer feedback to teachers concerning the use of DI and increasing Rigor in the classroom.

Person Responsible

Stacy Gotlib

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The learning walk data will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

A schedule of training and learning walks will be created to reach the goal of monthly learning walks.

Person Responsible

Stacy Gotlib

Schedule

On 9/30/2015

Evidence of Completion

The schedule of the learning walks along with the corresponding data will be collected as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will monitor all available data on a quarterly basis to support the effectiveness of implementing the strategy of learning walks.

Person Responsible

Stacy Gotlib


Schedule

Quarterly, from 9/1/2015 to 5/31/2016


Evidence of Completion

Learning walk data as well as observations, walk thrus, and lesson plans will be used as data to evaluate effectiveness of the noted strategy.

G1.B8 Lack of familiarity and understanding concerning the use of Differentiated Instruction in some classrooms 2

 B179580

G1.B8.S1 Teachers will be provided professional development on differentiation via ERPD and district PD days. 4

 S190875

Strategy Rationale

Based on observational data, differentiated instruction is not occurring in all classrooms.

Action Step 1 5

Teachers will be trained in effective differentiation strategies during ERPD and district PD days.

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans and myPGS documentation.

Action Step 2 5

Coaches will use coaching coins and coaching sessions to implement information provided at PD days.

Person Responsible

April Cassidy

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Coaching session notes

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Teacher lesson plans and frequent monitoring by formal, informal observation and coaching coins. Coaching Coins can be earned by teachers who work with an Academic Coach at RSMS. Teachers can earn coins by collaborating in the coaching process with the Math, Reading, or Writing Coach. The coins are earned when a teacher participates in a one on one professional development, classroom modeling collaboration or any form of classroom coaching. Coins are then used by teachers to “purchase” items that the Coaches have in stock!

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Documentation within myPGS.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Teachers will be provided feedback as a result of formal, informal observations, coaching sessions as well as provided with more PD if deemed necessary.

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Monitoring and documenting within myPGS

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 teachers will participate in frequent school-based professional development where they will learn the strategies to increase Rigor in their classrooms. All teachers will participate in full day PLC planning centered around both defining what Rigor looks like in the classroom as well as reflective strategies to implement and monitor what is being learned in PD and continue that ongoing conversation in PLCs throughout the year.	Gotlib, Stacy	8/18/2015	Sign in sheets to PD, learning walk data collected by leadership team, walk thru data by administration and lesson plans turned in by teachers	5/31/2016 monthly
G1.B4.S1.A1	Administration and teacher leaders will be trained and will implement learning walks to offer feedback to teachers concerning the use of DI and increasing Rigor in the classroom.	Gotlib, Stacy	9/1/2015	The learning walk data will be used to demonstrate completion of the activity.	5/31/2016 quarterly
G1.B8.S1.A1	Teachers will be trained in effective differentiation strategies during ERPD and district PD days.	Gotlib, Stacy	9/1/2015	Lesson plans and myPGS documentation.	5/31/2016 monthly
G1.B8.S1.A2	Coaches will use coaching coins and coaching sessions to implement information provided at PD days.	Cassidy, April	9/1/2015	Coaching session notes	5/31/2016 monthly
G1.MA1	District and state assessments will be collected and used to measure if we are in the top 1/3 on district and state assessments.	Gotlib, Stacy	9/1/2015	Lesson plans, PLC meeting notes, administrative observations and learning walks will be the evidence collected to observe if progress towards the goals is taking place.	5/31/2016 monthly
G1.B1.S1.MA1	Feedback will be provided to teachers on the lesson plans developed as a result of PD, and immediate feedback will be provided on walk-thru observations. At River Springs, a reflective tool called LARC was created so that teachers may reflect on the implementation of the strategies that have learned through PD. They can	Gotlib, Stacy	9/1/2015	Teacher evaluation/walk-thrus and lesson plans	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	also use this data on their DPP. These steps will show effectiveness of strategy by the implementation of principles of rigor shared at PD and applied to the classroom setting. They will be confirmed through learning walks and walk through observations. Also, data will be used to confirm effectiveness of the strategy.				
G1.B1.S1.MA1	Administration will be responsible for the fidelity of implementation through a variety of activities. Administration will confirm that instructional strategies based on the data are produced, implemented and then reported and collected at weekly PLC meetings through the notes of the meeting. These strategies will be monitored in the classroom during formal observations and informal observations through learning walks.	Gotlib, Stacy	9/1/2015	Lesson plans containing strategies for raising Rigor will be produced as a result of the professional development as well as monitor the use of strategies that raise Rigor in the classroom during walk thrus, documenting this within the VSET system.	5/31/2016 monthly
G1.B4.S1.MA1	Administration will monitor all available data on a quarterly basis to support the effectiveness of implementing the strategy of learning walks.	Gotlib, Stacy	9/1/2015	Learning walk data as well as observations, walk thrus, and lesson plans will be used as data to evaluate effectiveness of the noted strategy.	5/31/2016 quarterly
G1.B4.S1.MA1	A schedule of training and learning walks will be created to reach the goal of monthly learning walks.	Gotlib, Stacy	9/1/2015	The schedule of the learning walks along with the corresponding data will be collected as evidence.	9/30/2015 one-time
G1.B8.S1.MA1	Teachers will be provided feedback as a result of formal, informal observations, coaching sessions as well as provided with more PD if deemed necessary.	Gotlib, Stacy	9/1/2015	Monitoring and documenting within myPGS	5/31/2016 monthly
G1.B8.S1.MA1	Teacher lesson plans and frequent monitoring by formal, informal observation and coaching coins. Coaching Coins can be earned by teachers who work with an Academic Coach at RSMS. Teachers can earn coins by collaborating in the coaching process with the Math, Reading, or Writing Coach. The coins are earned when a teacher participates in a one on one professional development, classroom modeling collaboration or any form of classroom coaching. Coins are then used by teachers to "purchase" items that the Coaches have in stock!	Gotlib, Stacy	9/1/2015	Documentation within myPGS.	5/31/2016 monthly

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. If we provide rigorous, differentiated instruction based on students' needs, then RSMS will perform in the top 1/3 on district and state assessments.

G1.B1 Definition of Rigor and what it looks like in each PLC

G1.B1.S1 We will use portions of all professional development days, early release PD times, PLC meetings, and faculty meetings to train teachers in ways to increase Rigor in the classroom.

PD Opportunity 1

All teachers will participate in frequent school-based professional development where they will learn the strategies to increase Rigor in their classrooms. All teachers will participate in full day PLC planning centered around both defining what Rigor looks like in the classroom as well as reflective strategies to implement and monitor what is being learned in PD and continue that ongoing conversation in PLCs throughout the year.

Facilitator

Chester Boles, Chuck Munk, Meredith Egan, April Cassify

Participants

All teachers at RSMS

Schedule

Monthly, from 8/18/2015 to 5/31/2016

G1.B4 Consistency issues as DI and Rigor is implemented throughout the year

G1.B4.S1 Learning walks will be utilized throughout the year to assess how well teachers at RSMS are implementing the strategies of DI and increasing Rigor in the classroom.

PD Opportunity 1

Administration and teacher leaders will be trained and will implement learning walks to offer feedback to teachers concerning the use of DI and increasing Rigor in the classroom.

Facilitator

Stacy Gotlib

Participants

School Leadership Team

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

G1.B8 Lack of familiarity and understanding concerning the use of Differentiated Instruction in some classrooms

G1.B8.S1 Teachers will be provided professional development on differentiation via ERPD and district PD days.

PD Opportunity 1

Teachers will be trained in effective differentiation strategies during ERPD and district PD days.

Facilitator

Chester Boles, April Cassidy, Meredith Egan

Participants

all teachers

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All teachers will participate in frequent school-based professional development where they will learn the strategies to increase Rigor in their classrooms. All teachers will participate in full day PLC planning centered around both defining what Rigor looks like in the classroom as well as reflective strategies to implement and monitor what is being learned in PD and continue that ongoing conversation in PLCs throughout the year.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7741 - River Springs Middle School	School Improvement Funds		\$0.00
2	G1.B4.S1.A1	Administration and teacher leaders will be trained and will implement learning walks to offer feedback to teachers concerning the use of DI and increasing Rigor in the classroom.				\$0.00
3	G1.B8.S1.A1	Teachers will be trained in effective differentiation strategies during ERPD and district PD days.				\$0.00
4	G1.B8.S1.A2	Coaches will use coaching coins and coaching sessions to implement information provided at PD days.				\$0.00
					Total:	\$0.00