



## Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

rms.wcsb.us

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	46%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	18%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	B	A	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 Wakulla County School Board on 10/19/2015.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>29</b>
Professional Development Opportunities	30
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Riversprings Middle School is to provide a safe, goal oriented, learning environment that transitions students from elementary to high school and from childhood to young adult.

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

Riversprings Middle School is committed to being a leader in middle level education through the use of innovative practices, implemented by a dedicated, progressive staff.

#### School Environment

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

School wide, teachers incorporate self awareness activities with students such as "I am" poems and culture related writings. The students also engage in Black History month with projects and an assembly. Through WICOR, students are able to communicate their knowledge and understanding in such a way, teachers can successfully contribute and intervene when necessary.

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

The school guidance counselor organizes a "bullying group" called the Bear Ambassadors where AVID students provide assistance to other students who may feel bullied or consider themselves an outsider. The school has cameras school wide that are made known to the students to aid in the comfort of the students. On campus, there is a resource officer that walks the halls and communicates with the students on a regular basis. Once a year, a cyber bullying assembly is held for 6th graders to educate the dangers and avenues for help if students feel or ever feel they are a victim of cyber bullying.

##### **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**

RMS has established clear behavioral expectations with our students, our faculty and staff are aware of protocols for disciplinary incidents. The school follows the "Five Golden Rules," these are behavioral rules for students to follow as well as faculty and staff to enforce on a daily basis. Professional development is provided during weekly faculty meetings for faculty and staff members. AVID strategies are incorporated in the classroom school wide to keep students engaged in the lesson. WICOR is a proven AVID structure to enhance higher education. It incorporates teaching/ learning methodologies in writing, inquiry, collaboration, organization and reading to learn. WICOR also provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their field.

##### **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**



Students are given the opportunity to come to our guidance counselor for counseling purposes if they feel the need. There are support groups incorporated for students who may be dealing with a parent being incarcerated, a death or terminal illness and/or having severe medical difficulties.

### 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

Riversprings Middle School follows the district-wide Response to Intervention (RTI) Plan and utilizes FOCUS and Performance Matters software to pinpoint students who fall into the lowest quartile or need other intensive intervention. RTI status is monitored quarterly to ensure students are receiving the correct interventions as they move through the RTI process.

- Attendance below 90 percent
- One or more suspension
- Course failure in ELA or Math
- Level 1 score on statewide assessment for ELA or Math

#### 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	35	39	44	118
One or more suspensions	7	11	22	40
Course failure in ELA or Math	8	19	27	54
Level 1 on statewide assessment	38	29	43	110

*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	24	19	36	79

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

Riversprings Middle school accommodates students with behavioral issues with the New Horizons program. This program allows students to express themselves in a variety of ways and prepares them for addressing difficult situations. RMS has In School Detention where students who misbehave are required to attend. ISD is in place for students to receive consequences for their actions in a school setting. RMS also provides Credit Recovery for students who have failed previous semesters. Students will be monitored through the Response to Intervention program and placed in accommodating intensive classes. (READ 180, Fast Forward, intensive math and reading.) When students at RMS have attendance issues, notification is sent home via telephone and letter to inform parents of the inhibiting occurrences that absents bring students. Once students reach the level of truancy, the District Office is notified and possible action is taken to court.

### 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**

Riversprings works towards developing positive relationships with parents and other family members to increase involvement at our school. RMS provides updated information on FOCUS so parents have their child's grades readily available. Teachers make parent/guardian contact via telephone or email regarding behavior and grades to keep them informed on their child's progress. Riversprings invited family/community members to volunteer for activities during and after school. For example, parents and community members are encouraged to volunteer for the Riversprings Family Fun Day and The 5K Color Run. Riversprings goal is to increase parental involvement by 5% and increase parent newsletter issues by 20% by sending out monthly and quarterly additions with report cards.

**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 school establishes business partners with the local community by inviting them in to speak to students as well as incorporate them in school festivals and extra curricular activities. For example, Hibbitt Sports donates materials, such as bags, bottles and coupons to our school's 5K runs.

**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
Yeomans, Michele	Principal
Dykes, Kelly	Teacher, K-12
Thaxton, Jennifer	Instructional Media

**Duties**

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

Principal, Michelle Yeomans, encourages school wide literacy on a daily basis. Several times a day. Mrs. Yeomens has students in her office reading to increase their word count or help them discover authors or book series that interest the student. Mrs. Kelly requires her AVID students to complete weekly AVID assignments that encourages reading and provides students with additional reading strategies to use in other classes.

Mrs. Thaxton provides teachers with reading strategies and reading enhancement opportunities to help with student comprehension.

**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**

Michele Yeomans, Jennifer Thaxton, Lori Sandgren, and Kelly Dykes are the school-based MTSS Leadership Team. Team met weekly up to SIP getting WCSB approval. After approval RTI team meets with SAC members at all scheduled meetings, and the weekly faculty meetings to share information with all faculty.

Local, state, and federal funds will be coordinated and used in the school in order to improve academic and social welfare of each student. These programs include Title X Homeless to identify students in need; Violence Prevention programs including bullying and cyber bullying.

CTE program, Computing for College and Career, promoted among students and parents. This enables students to earn high school credit while in the 8th grade.

Advanced level placement in classes where students can earn high school credit while still in 8th grade.

Nutrition program provides breakfast to students.

Title II funds pay for professional development such as the AVID Summer Institute.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Michele Yeomans	Principal
Adrienna Austin	Teacher
Scott Rossow	Teacher
Jonele Bird	Teacher
Frances Knight	Teacher
Trey Thaxton	Teacher
Nicole Strickland	Parent
Pam Posey	Parent
Megan Curlee	Business/Community
Jim Posey	Parent
Billy Roberts	Parent
Debra Russell	Parent
Millie Bunce	Parent
Michelle Yeomans	Principal

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC committee is asked for input in developing the current year's SIP at the first meeting. The prior year's plan is reviewed based on input from the committee, standardized test results and areas the committee feel need improvement. They meet four times a year to ensure the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

*Development of this school improvement plan*

This plan was created with member input. The SAC members reviewed and edited the plan for feasibility and completeness. SAC meets four times a year to ensure that the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

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

The School Advisory Council (SAC) will discuss and vote on a priority list of school-wide initiatives that promote the well-being of the school. SAC members will prioritize needs and vote on how to use monies allocated to the SAC.

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

The majority of funds allocated to the SAC will be used to improve and/or upgrade technology through the classrooms.

***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
Yeomans, Michele	Principal
Brooks, Terri	Teacher, K-12
Butler, Amanda	Teacher, K-12
Hecsenberger, Jonele	Teacher, K-12
Hume, Laura	Teacher, K-12
McCormick, Charlotte	Teacher, K-12
Taylor, William	Teacher, K-12
Wells, Jessica	Teacher, K-12
Yarborough, Jessica	Teacher, K-12
Thaxton, Jennifer	Instructional Media

**Duties**

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

The LLT members participate in the following:

-FAIR Administration is done by all reading teachers through out the school.

-School-wide vocabulary and involvement and implementation into all content areas.  
-Close monitoring of lower quartile students reading comprehension.  
Mrs. Thaxton and other reading teachers keep a close eye on A.R test being taken and encourage students to take many test throughout the year. RMS students are encouraged to read all 15 S.S.Y.R.A books in the course of a year. Those students are then rewarded with an end of the year trip to places such as Wakulla Springs or Eljalisco.  
Avid strategies are used school wide it increase student reading comprehension and organizational skills.

## 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**

Weekly faculty meetings are in place to encourage teachers to collaborate with grade level as well as across curriculum. Team building activities throughout the year for faculty and staff members. Every Wednesday, faculty coordinates with either grade level teachers or across curriculum to plan and collaborate when whole group faculty meetings are not held.

Within grade levels, teachers have chosen specific days to meet during lunch to plan lessons that correlate with future modules or curriculum.

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

Principal Michele Yeomans is responsible for all recruiting and retention. Her recruiting strategies include seeking potential applicants who possess advanced degrees and who also possess subject area experience. To retain highly qualified teachers Ms. Yeomans works diligently to create and maintain a positive work environment through constant communication and feedback. Her philosophy also includes being visible throughout the school, and in classrooms, in order to give the most effective and efficient feedback possible. Ms. Yeomans is also an advocate for and allows time for personal and professional growth by ensuring all in-service courses are accessible for all teachers to be able to attend.

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

When applicable, we have an on-going mentoring program for all new teachers, regardless of whether it's their first year teaching, or it's their first year in our school. The mentor and mentee would meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor would be given release time to observe the mentee. Time is given for the feedback, coaching, and planning. We follow the New Teacher Mentor Induction process developed and implemented through the district.

## 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***

The District adopts programs from a state adopted instructional materials list that are aligned with the Florida Standards. Committees of subject area teachers meet to review materials to ensure that they

align with the Florida Standards. School employees are provided with and are required to follow the district created curriculum guide.

### 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**

Through Performance Matters the school is able to gather and analyze student assessment data to incorporate differentiated instruction. With the information gathered from Performance Matters students are enrolled in the necessary classes to assist them with attaining proficient or advance level on the Florida Standards Assessment. Changes or movement will be based on progress monitoring.

**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:** 2,100

After-school additional instruction provided in all core subjects, as well as for advanced placement students eligible to take EOC exams.

#### **Strategy Rationale**

Provide additional instruction and assistance on core subjects.

#### **Strategy Purpose(s)**

- Enrichment

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

Wells, Jessica, [jessica.wells@wcsb.us](mailto:jessica.wells@wcsb.us)

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

Florida Standards Assessment and EOC results

## 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**

RMS allows opportunities for the high school guidance counselors to provide an orientation for upcoming ninth graders that will provide information and/or advice about transitioning to the high school. RMS provides a parent night for those parents whose children will attend middle school the following year. Upcoming sixth grade orientation allows fifth graders to visit our school and receive academic and other necessary information for making the transitional period easier for the students.

### 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**

NA

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

NA

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

NA

**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**

NA

## 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:

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#### 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.** Increase school wide Attendance.
- G2.** Increase the percentage of students proficient in math by 2%.
- G3.** Increase the number of students proficient in ELA by 2%.

## 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. Increase school wide Attendance.** 1a

G069644

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Resources Available to Support the Goal** 2

- School wide incentives have been put in place to award the students with perfect or not perfect attendance on a quarterly basis.

**Targeted Barriers to Achieving the Goal** 3

- Lack of student motivation to be at school.

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

Attendance data will be collected to determine the increase in attendance and to monitor the incentives provide to students through out the school year.

**Person Responsible**

Shannon Smith

**Schedule**

Every 3 Weeks, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Attendance Data.

**G2. Increase the percentage of students proficient in math by 2%. 1a**

G069645

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	53.0

**Resources Available to Support the Goal 2**

- New books

**Targeted Barriers to Achieving the Goal 3**

- Teachers still becoming familiar with the new standards and/or new way of teaching them.

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

Teachers will provide a visual of upcoming lessons, giving administration the opportunity to come in and observe a variety of lessons that would incorporate the new Florida Standards.

**Person Responsible**

Michele Yeomans

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Observation and Anecdotal Notes. Evaluation form, if applicable.

**G3. Increase the number of students proficient in ELA by 2%. 1a**

G069646

**Targets Supported 1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0

**Resources Available to Support the Goal 2**

- Moby Max - Reading practices HRW- Online assessments School Wide Cornell Notes

**Targeted Barriers to Achieving the Goal 3**

- Students lacking reading skills and ability to produce an adequate summary.

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

AVID strategies used will increase the rigor within the classroom by providing students opportunities to engage in WICOR and other various study skills.

**Person Responsible**

Kelly Dykes

**Schedule**

Monthly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Students' work samples from teacher's Avid folders.

## 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.** Increase school wide Attendance. **1**

 G069644

**G1.B1** Lack of student motivation to be at school. **2**

 B181159

**G1.B1.S1** Provide incentives for students with perfect or near perfect attendance. **4**

 S192570

#### Strategy Rationale

Encourage students to come to school.

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

Students with zero or one excused absence will be given a soda and a free ticket to attend an extra curricular activity.

#### Person Responsible

Shannon Smith

#### Schedule

Every 3 Weeks, from 8/20/2015 to 6/8/2016

#### Evidence of Completion

Provide a list of the student who received this incentive.

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

After the first semester, collect data based on the school attendance.

**Person Responsible**

Shannon Smith

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Determine and increase or decrease in the percentages of students at school based on the data collected.

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

Are more students coming to school on a regular basis.

**Person Responsible**

Shannon Smith

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Data collected from FOCUS.

**G2.** Increase the percentage of students proficient in math by 2%. 1

G069645

**G2.B1** Teachers still becoming familiar with the new standards and/or new way of teaching them. 2

B181160

**G2.B1.S1** Allow teachers to observe successful lesson given by other teachers to show ways to incorporate the new standards. 4

S192571

### Strategy Rationale

Provide a real world situation for teachers to see the success of the new standards.

### Action Step 1 5

Allow teachers to choose an observation time based on the Week at a Glance out side of other teachers' door to see a successful math lesson incorporating the new standards.

#### Person Responsible

Michele Yeomans

#### Schedule

Quarterly, from 8/20/2015 to 6/8/2016

#### Evidence of Completion

Have observation teacher provide feedback about the lesson.

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

After observing a classroom, the teacher will then create a lesson that will be observed for the accuracy of implementation of the new standards.

#### Person Responsible

Shannon Smith

#### Schedule

Quarterly, from 8/20/2015 to 6/8/2016

#### Evidence of Completion

Observation and anecdotal notes.

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

Observations of teachers using AVID strategies when teaching the new Florida Standards.

**Person Responsible**

Michele Yeomans

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Anecdotal notes taken from an Administrator during their observation and samples of students' work that show knowledge of benchmarks from the new Florida Standards.

**G2.B1.S2** Tier II and Tier III students are placed in the Fast Forward class to work with Moby Max. 4

 S192572

**Strategy Rationale**

Increase the exposure to curriculum the students may have missed from previous years.

**Action Step 1** 5

Students are placed into the Fast Forward class bases on test scores from FAIR or STAR and/or teacher recommendation.

**Person Responsible**

Megan Crombie

**Schedule**

Daily, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Moby Max data.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Continuous data collection from Moby Max will occur throughout the year.

**Person Responsible**

Megan Crombie

**Schedule**

Weekly, from 8/20/2015 to 6/8/2016

***Evidence of Completion***

Moby Max Reports.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Student data will be collected and assessments will be given to determine effectiveness of the program for each student on an individual basis.

**Person Responsible**

Megan Crombie

**Schedule**

Monthly, from 8/20/2015 to 6/8/2016

***Evidence of Completion***

Student assessment reports will verify the effectiveness of the Fast Forward program for each individual student.

**G3. Increase the number of students proficient in ELA by 2%. 1**

G069646

**G3.B1 Students lacking reading skills and ability to produce an adequate summary. 2**

B181161

**G3.B1.S1 Incorporate Cornell Notes school wide. 4**

S192573

**Strategy Rationale**

The use of Cornell Notes allows students to learn how to study correctly. With in Cornell Notes, students are asked to use WICOR in which is an in depth approach to learning rigorous content.

**Action Step 1 5**

Incorporate WICOR into everyday instruction to increase the rigor in the classroom. 100% of faculty should be trained on the correct way to incorporate WICO into the classroom through strategies used from AVID Summer Institute.

**Person Responsible**

Shannon Smith

**Schedule**

Daily, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Collected student samples from teacher's AVID folders.

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

On going observations and Week at a Glance sheets completed outside of teachers' doors to display the AVID strategies being used within that class.

**Person Responsible**

Shannon Smith

**Schedule**

Weekly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Week at a Glance sheets are collected and turned into Mrs. Crombie for documentation.



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

Cornell Notes and other AVID strategies are collected and evaluated for accuracy each month by every teacher through their AVID folders.

**Person Responsible**

Shannon Smith

**Schedule**

Monthly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Student work samples of Cornell Notes and other AVID strategies used by teachers across the school.

**G3.B1.S2 Mock ELA assignments.** 4

 S192574

**Strategy Rationale**

Provide students with a simulation of what test day will be like.

**Action Step 1** 5

ELA teachers will provide students with rigorous text piece and time them on completing the reading and writing portion within a given time.

**Person Responsible**

Jessica Wells

**Schedule**

Weekly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Samples of student work graded by teachers will determine the effectiveness of the assignment given on a regular basis.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Teachers will be given adequate articles and resources to use throughout the year for students to practice skills that will be asked of them on the ELA assessment.

**Person Responsible**

Megan Crombie

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

***Evidence of Completion***

Providing teachers with rigorous material will allow them to focus on the content and not on finding adequate texts to use.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Student data collected from the practice assessments will determine the effectiveness of the assignments.

**Person Responsible**

Megan Crombie

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

***Evidence of Completion***

An increase of student results should indicate that the students are becoming more familiar with the testing layout and what will be expected of them on test day.

**G3.B1.S3 Adopting Teengagement into our ELA classes.** 4

S192575

**Strategy Rationale**

Providing rigorous assignments to prepare students for the material on the ELA test.

**Action Step 1** 5

Incorporate the Teengagement materials into the ELA classrooms.

**Person Responsible**

Lori Sandgren

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

Proving the materials to teachers for use in their classrooms.

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

The Teengagement program allows for continuous work with multiple levels of content.

**Person Responsible**

Lori Sandgren

**Schedule**

On 6/8/2016

**Evidence of Completion**

Teengagement updates its materials from year to year allowing teachers to use a variety of topics. This will allow for the content to increase and change with time and Standards if necessary.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Collecting student Teengagement work and incorporating similar assignments to test the increased knowledge of the material.

**Person Responsible**

Shannon Smith

**Schedule**

Quarterly, from 8/20/2015 to 6/8/2016

**Evidence of Completion**

The data collected from the non-Teengagement content will provide a basis of the students understanding and skill set and provide a before and after comparison of the students abilities.

**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	Students with zero or one excused absence will be given a soda and a free ticket to attend an extra curricular activity.	Smith, Shannon	8/20/2015	Provide a list of the student who received this incentive.	6/8/2016 every-3-weeks
G2.B1.S1.A1	Allow teachers to choose an observation time based on the Week at a Glance out side of other teachers' door to see a successful math lesson incorporating the new standards.	Yeomans, Michele	8/20/2015	Have observation teacher provide feedback about the lesson.	6/8/2016 quarterly
G2.B1.S2.A1	Students are placed into the Fast Forward class bases on test scores from FAIR or STAR and/or teacher recommendation.	Crombie, Megan	8/20/2015	Moby Max data.	6/8/2016 daily
G3.B1.S1.A1	Incorporate WICOR into everyday instruction to increase the rigor in the classroom. 100% of faculty should be trained on the correct way to incorporate WICO into the classroom through strategies used from AVID Summer Institute.	Smith, Shannon	8/20/2015	Collected student samples from teacher's AVID folders.	6/8/2016 daily
G3.B1.S2.A1	ELA teachers will provide students with rigorous text piece and time them on completing the reading and writing portion within a given time.	Wells, Jessica	8/20/2015	Samples of student work graded by teachers will determine the effectiveness of the assignment given on a regular basis.	6/8/2016 weekly
G3.B1.S3.A1	Incorporate the Teengagement materials into the ELA classrooms.	Sandgren, Lori	8/20/2015	Proving the materials to teachers for use in their classrooms.	6/8/2016 quarterly
G1.MA1	Attendance data will be collected to determine the increase in attendance and to monitor the incentives provide to students through out the school year.	Smith, Shannon	8/20/2015	Attendance Data.	6/8/2016 every-3-weeks
G1.B1.S1.MA1	Are more students coming to school on a regular basis.	Smith, Shannon	8/20/2015	Data collected from FOCUS.	6/8/2016 quarterly

**Wakulla - 0012 - Riversprings Middle School - 2015-16 SIP**  
*Riversprings Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	After the first semester, collect data based on the school attendance.	Smith, Shannon	8/20/2015	Determine and increase or decrease in the percentages of students at school based on the data collected.	6/8/2016 quarterly
G2.MA1	Teachers will provide a visual of upcoming lessons, giving administration the opportunity to come in and observe a variety of lessons that would incorporate the new Florida Standards.	Yeomans, Michele	8/20/2015	Observation and Anecdotal Notes. Evaluation form, if applicable.	6/8/2016 quarterly
G2.B1.S1.MA1	Observations of teachers using AVID strategies when teaching the new Florida Standards.	Yeomans, Michele	8/20/2015	Anecdotal notes taken from an Administrator during their observation and samples of students' work that show knowledge of benchmarks from the new Florida Standards.	6/8/2016 quarterly
G2.B1.S1.MA1	After observing a classroom, the teacher will then create a lesson that will be observed for the accuracy of implementation of the new standards.	Smith, Shannon	8/20/2015	Observation and anecdotal notes.	6/8/2016 quarterly
G2.B1.S2.MA1	Student data will be collected and assessments will be given to determine effectiveness of the program for each student on an individual basis.	Crombie, Megan	8/20/2015	Student assessment reports will verify the effectiveness of the Fast Forward program for each individual student.	6/8/2016 monthly
G2.B1.S2.MA1	Continuous data collection from Moby Max will occur throughout the year.	Crombie, Megan	8/20/2015	Moby Max Reports.	6/8/2016 weekly
G3.MA1	AVID strategies used will increase the rigor within the classroom by providing students opportunities to engage in WICOR and other various study skills.	Dykes, Kelly	8/20/2015	Students' work samples from teacher's Avid folders.	6/8/2016 monthly
G3.B1.S1.MA1	Cornell Notes and other AVID strategies are collected and evaluated for accuracy each month by every teacher through their AVID folders.	Smith, Shannon	8/20/2015	Student work samples of Cornell Notes and other AVID strategies used by teachers across the school.	6/8/2016 monthly
G3.B1.S1.MA1	On going observations and Week at a Glance sheets completed outside of teachers' doors to display the AVID strategies being used within that class.	Smith, Shannon	8/20/2015	Week at a Glance sheets are collected and turned into Mrs. Crombie for documentation.	6/8/2016 weekly
G3.B1.S2.MA1	Student data collected from the practice assessments will determine the effectiveness of the assignments.	Crombie, Megan	8/20/2015	An increase of student results should indicate that the students are becoming more familiar with the testing layout and what will be expected of them on test day.	6/8/2016 quarterly
G3.B1.S2.MA1	Teachers will be given adequate articles and resources to use throughout the year for students to practice skills that will be asked of them on the ELA assessment.	Crombie, Megan	8/20/2015	Providing teachers with rigorous material will allow them to focus on the content and not on finding adequate texts to use.	6/8/2016 quarterly
G3.B1.S3.MA1	Collecting student Teengagement work and incorporating similar assignments to test the increased knowledge of the material.	Smith, Shannon	8/20/2015	The data collected from the non-Teengagement content will provide a basis of the students understanding and skill set and provide a before and after comparison of the students abilities.	6/8/2016 quarterly
G3.B1.S3.MA1	The Teengagement program allows for continuous work with multiple levels of content.	Sandgren, Lori	6/8/2016	Teengagement updates its materials from year to year allowing teachers to use a variety of topics. This will allow for the content to increase and change with time and Standards if necessary.	6/8/2016 one-time

## 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.

**G3.** Increase the number of students proficient in ELA by 2%.

**G3.B1** Students lacking reading skills and ability to produce an adequate summary.

**G3.B1.S1** Incorporate Cornell Notes school wide.

### PD Opportunity 1

Incorporate WICOR into everyday instruction to increase the rigor in the classroom. 100% of faculty should be trained on the correct way to incorporate WICO into the classroom through strategies used from AVID Summer Institute.

#### Facilitator

AVID Summer Institute. (Orlando, Florida)

#### Participants

Michele Yeomans, Shannon Smith, Kelly Dykes, Jessica Wells, Jimbo Rozar, Zach Klees,

#### Schedule

Daily, from 8/20/2015 to 6/8/2016

**G3.B1.S3** Adopting Teengagement into our ELA classes.

### PD Opportunity 1

Incorporate the Teengagement materials into the ELA classrooms.

#### Facilitator

Pat Melvin

#### Participants

All ELA teachers.

#### Schedule

Quarterly, from 8/20/2015 to 6/8/2016

## 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	Students with zero or one excused absence will be given a soda and a free ticket to attend an extra curricular activity.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000	239-Other	0012 - Riversprings Middle School	School Improvement Funds		\$1,000.00
2	G2.B1.S1.A1	Allow teachers to choose an observation time based on the Week at a Glance out side of other teachers' door to see a successful math lesson incorporating the new standards.				\$0.00
3	G2.B1.S2.A1	Students are placed into the Fast Forward class bases on test scores from FAIR or STAR and/or teacher recommendation.				\$0.00
4	G3.B1.S1.A1	Incorporate WICOR into everyday instruction to increase the rigor in the classroom. 100% of faculty should be trained on the correct way to incorporate WICO into the classroom through strategies used from AVID Summer Institute.				\$0.00
5	G3.B1.S2.A1	ELA teachers will provide students with rigorous text piece and time them on completing the reading and writing portion within a given time.				\$0.00
6	G3.B1.S3.A1	Incorporate the Teengagement materials into the ELA classrooms.				\$0.00
					<b>Total:</b>	<b>\$1,000.00</b>