

St. Johns County School District

Sebastian Middle School



2016-17 Schoolwide Improvement Plan

Sebastian Middle School

2955 LEWIS SPEEDWAY, St Augustine, FL 32084

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	C	C

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	34

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sebastian Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Sebastian Middle School serves a very diverse population and works diligently to know and develop relationships with all students. Staff regularly visits feeder elementary schools and invites incoming sixth grade students and parents twice per year to visit SMS and build relationships.

Our guidance counselors process each student's cumulative record to learn about each student and provide information to teachers. Each student is assigned to a guidance counselor and to a homeroom teacher whom serves as a primary contact.

SMS staff is encouraged to build positive relationships with all students in order to promote student success and receives periodic professional development on relationship strategies.

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

Sebastian Middle School follows all state and district regulations and guidelines regarding safety including having an Emergency Operations team and plan, conducting regular safety drills and monitoring, so all security systems are in place.

The St. Johns County School District believes that all students be afforded a setting that is safe, secure, and free from bullying and harassment of any kind. In compliance with Florida Statute 1006.147 and School Board Rule 3.21, the school district has adopted a comprehensive policy prohibiting bullying and harassment.

SMS teaches, models and rewards the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Sebastian Middle School we believe that everyone has the right and responsibility to achieve his or her educational best. To make this happen, everyone needs a safe and positive environment in which

to learn. To be the best we can be, we will honor individual differences, clearly define expectations, hold each person accountable for his or her own behaviors, and teach and model positive behaviors.

We Expect Students To:

*S – Show respect!

*O – Observe rules!

*A – Achieve Success!

*R – Ready to learn!

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

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

We believe consistency is key to helping students succeed. Using the St. Johns County School District's Code of Conduct, we have established a school wide Discipline Plan.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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

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

Course failure in English Language Arts or mathematics

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	16	36	37	0	0	0	0	89
One or more suspensions	0	0	0	0	0	0	5	32	32	0	0	0	0	69
Course failure in ELA or Math	0	0	0	0	0	0	4	8	17	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	32	61	28	0	0	0	0	121

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	10	34	26	0	0	0	0	79

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308141>.

2. Description

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

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

Sebastian Middle School encourages community involvement in three ways:

School Advisory Council (SAC) -a diverse group of stakeholders (employees, parents, community members) of a school, established through Florida law, with the shared goal of increasing student achievement in a safe learning environment.

Parent Teacher Organization (PTO) - helps pull resources, ideas and volunteers to build a partnership between parents, businesses and the school.

Business Partners - are welcome and encouraged to support SMS through many means (donations of funds, equipment or supplies, sponsorships), volunteers and mentors.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
King, Wayne	Principal
Fortune, Leanne	School Counselor
Fusco, Angela	School Counselor
Hoechst, Robert	Psychologist
Gabaldon, Kirstie	Assistant Principal
Barbour, Jay	Instructional Coach
McCullough, Emily	

b. Duties

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

- Principal – Wayne King
- Assistant Principal - Kristie Gabaldon
- MTSS Facilitator -Matt Hodges
- Instructional Literacy Coach - Jay Barbour
- Guidance Counselors - Leanne Fortune & Angela Fusco
- Dean - Kelvin Pruitt
- School Psychologist - Robert Hoescht

Responsibilities:

- Member of core team
- Attends core meetings
- Attends Rtl review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences

- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

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

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title IX- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Career and Technical Education

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Wayne King	Principal
Luie Hernandez	Education Support Employee
Marilee Churchill	Teacher
Heather Hagy	Teacher
Sharon Hill	Business/Community
Lisa Thacker	Education Support Employee
Amanda Southerland	Parent
Jay Barbour	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
King, Wayne	Principal
Pardo, Marta	Teacher, ESE
Bradford, Kelly	Teacher, K-12
Churchill, Marilee	Teacher, K-12
Gabaldon, Kirstie	Assistant Principal
Barbour, Jay	Instructional Coach
Badger, Kristin	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

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

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

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

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

The SJCSD holds a two-day new teacher orientation before school starts and holds (voluntary) monthly professional development for all new teachers.

At the school level, we pair new teachers with their department chair who mentors them throughout the year. The department collaborates together and shares/models best practices.

The assistant principal meets monthly and as needed to touch base with new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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.

Students who scored a level 1 on the 2016 FSA Reading are placed in a stand alone Intensive Reading class this year.

Students who scored a level 2 on the 2016 FSA year are placed in a Content-Area Reading class (science or social studies) with a certified CARpd teacher.

Students who scored a level 1 or 2 in math are placed in leveled math classes in order to maximize their needs.

Teachers have been trained to use high-yield instructional strategies, to look at data and to differentiate instruction for their students. Teachers have common planning with their PLC, so there is time to accomplish this task.

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

Strategy: After School Program

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

King, Wayne, wayne.king@stjohns.k12.fl.us

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

Participation rosters, grades, and testing scores.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In January, we hold a 5th grade Night inviting incoming 5th graders and their parents to an evening of "About SMS". We offer an information session for parents, a scavenger hunt for students, meet-the-teachers and see-the-classrooms tour, along with an ice cream social. In the Spring, we visit each elementary school and provide a 'virtual' tour of the school, to answer all questions.

Both events are designed to alleviate fears and answer questions about the transition to middle school. In addition, we send out a summer newsletter and a welcome letter to 5th grade families.

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

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** To develop a growth orientated culture through collaboration between faculty, parents and students.
- G2.** To increase overall student achievement in the areas of reading and writing.
- G3.** To increase overall student achievement in the area of math. The goal is to also infuse technology to help with differentiation.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To develop a growth orientated culture through collaboration between faculty, parents and students.

1a

G083037

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Difficulty establishing an effective mode of communication for all parents..
- Communicating that college and career readiness is for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS, Teacher Mentors, Truancy Department, RTI
- AVID
- Communication Cornerstone Session with parents, monthly.

Plan to Monitor Progress Toward G1. 8

increased parent communication and decreased truancy rates

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

parent communication records, absentee, tardy and suspension rates.

G2. To increase overall student achievement in the areas of reading and writing. 1a

G083038

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Level of rigor
- Level of engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Master Schedule
- Reading Plus, MAX Scholar and Making Meaning

Plan to Monitor Progress Toward G2. 8

School-wide data

Person Responsible

Wayne King

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Grades, state assessment scores, acceleration rates. Data from Reading Plus, MAX Scholar and Common Assessments.

G3. To increase overall student achievement in the area of math. The goal is to also infuse technology to help with differentiation. 1a

G083039

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Level of Rigor
- Level of Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- IXL
- Professional Development
- Symphony Math

Plan to Monitor Progress Toward G3. 8

test scores, grades and statewide assessment data

Person Responsible

Wayne King

Schedule

On 5/24/2017

Evidence of Completion

student achievement

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To develop a growth orientated culture through collaboration between faculty, parents and students. **1**

 G083037

G1.B1 Difficulty establishing an effective mode of communication for all parents.. **2**

 B220203

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

 S232430

Strategy Rationale

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

Action Step 1 **5**

Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with fifteen days of absences. The Dean will speak with parents of students who are exhibiting behavior problems. Teachers will contact parents via email and phone calls for students struggling in areas of attendance, academic performance, and behavior in their individual classrooms.

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

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

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

MTSS review

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

attendance and suspension data and contact records

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

Weekly MTSS review of data.

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

attendance, tardy and suspension rates

G1.B2 Communicating that college and career readiness is for all students. 2

 B220204

G1.B2.S1 Using AVID as the driving force behind school culture. 4

 S232431

Strategy Rationale

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Action Step 1 5

AVID elective for 6th, 7th, 8th grade students.

Person Responsible

Wayne King

Schedule

On 5/24/2017

Evidence of Completion

Master schedule

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

Implementation of AVID strategies in all subject areas.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Observations, student work

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

Improvement in areas of need: absenteeism, academic growth, decrease in behavior incidents.

Person Responsible

Wayne King

Schedule

On 5/24/2017

Evidence of Completion

MTSS reports, attendance reports, state and district assessments, and school climate survey

G2. To increase overall student achievement in the areas of reading and writing. 1

G083038

G2.B1 Level of rigor 2

B220205

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies across all subject areas. 4

S232432

Strategy Rationale

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

Action Step 1 5

High Yield / WICOR Strategies professional development provided monthly to all instructional staff and selected staff are invited to attend the annual AVID summer conference paid by Title 1 funds.

Person Responsible

Wayne King

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

inservice logs

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

Classroom observations, common lesson plans and assessments, student work samples.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher evaluations and data from Reading Plus, MAX Scholar and Making Meaning.

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

Student achievement

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Grades, progress monitoring, state and district exam results. Data from Reading Plus, MAX Scholar and Common Formative Assessments.

G2.B2 Level of engagement 2

 B220206

G2.B2.S1 Implement a school wide incentive program focused on ReadingPlus to increase student engagement and mastery of content. 4

 S232433

Strategy Rationale

ReadingPlus is designed with high interest texts and with regular use has been shown to be able to improve student skill with on grade-level reading tasks.

Action Step 1 5

Develop a school-wide incentive program around ReadingPlus to foster student engagement and mastery of content.

Person Responsible

Wayne King

Schedule

On 5/25/2017

Evidence of Completion

ReadingPlus data, grades, test results.

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

Student achievement comparisons.

Person Responsible

Wayne King

Schedule

On 5/25/2017

Evidence of Completion

Reading grades and state assessment data.

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

Comparison to previous year's data.

Person Responsible

Wayne King

Schedule

On 5/25/2017

Evidence of Completion

Reading grades and state assessment data.

G3. To increase overall student achievement in the area of math. The goal is to also infuse technology to help with differentiation. 1

G083039

G3.B1 Level of Rigor 2

B220207

G3.B1.S1 Infuse inquiry methodologies to promote critical thinking and engage students at higher levels of thinking with academic content. 4

S232434

Strategy Rationale

Instructional literacy / Curriculum Specialist coach will be able to provide professional development to staff on inquiry; and developing, modeling and evaluating effective math lessons.

Action Step 1 5

Math PLC meetings

Person Responsible

Jay Barbour

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Common lesson plans, assessments, formatives

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

Classroom observations

Person Responsible

Kirstie Gabaldon

Schedule

Semiannually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Informal walkthroughs, teacher evaluations

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

Comparison to previous year's data.

Person Responsible

Wayne King

Schedule

On 5/24/2017


Evidence of Completion

math grades and state assessment scores

G3.B2 Level of Engagement 2

 B220208

G3.B2.S1 Use IXL as part of an overall department incentive program focused on increasing student engagement and mastery of content. 4

 S232435

Strategy Rationale

IXL topics have been designed to engage the minds of students and offer a host of progress monitoring options; allowing data obtained from the program to assist in guiding instruction.

Action Step 1 5

Implement a school-wide incentive program using IXL to increase student engagement and mastery of content.

Person Responsible

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Data from IXL, district assessments, state assessments

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

Comparison to previous year's data.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Attendance, Math grades and state assessment data.

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

Student achievement comparisons.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2016 to 5/24/2017


Evidence of Completion

Math grades and state assessment data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M301216	increased parent communication and decreased truancy rates	King, Wayne	8/10/2016	parent communication records, absentee, tardy and suspension rates.	5/24/2017 weekly
G3.MA1 M301226	test scores, grades and statewide assessment data	King, Wayne	8/10/2016	student achievement	5/24/2017 one-time
G1.B1.S1.MA1 M301212	Weekly MTSS review of data.	King, Wayne	8/10/2016	attendance, tardy and suspension rates	5/24/2017 weekly
G1.B1.S1.MA1 M301213	MTSS review	King, Wayne	8/10/2016	attendance and suspension data and contact records	5/24/2017 weekly
G1.B1.S1.A1 A297434	Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and...	King, Wayne	8/10/2016	Attendance, tardy and behavior records with evidence of parent contact, teacher/parent contact logs.	5/24/2017 weekly
G1.B2.S1.MA1 M301214	Improvement in areas of need: absenteeism, academic growth, decrease in behavior incidents.	King, Wayne	8/10/2016	MTSS reports, attendance reports, state and district assessments, and school climate survey	5/24/2017 one-time
G1.B2.S1.MA1 M301215	Implementation of AVID strategies in all subject areas.	King, Wayne	8/10/2016	Observations, student work	5/24/2017 quarterly
G1.B2.S1.A1 A297435	AVID elective for 6th, 7th, 8th grade students.	King, Wayne	8/10/2016	Master schedule	5/24/2017 one-time
G3.B1.S1.MA1 M301222	Comparison to previous year's data.	King, Wayne	8/10/2016	math grades and state assessment scores	5/24/2017 one-time
G3.B1.S1.MA1 M301223	Classroom observations	Gabalton, Kirstie	8/10/2016	Informal walkthroughs, teacher evaluations	5/24/2017 semiannually
G3.B1.S1.A1 A297438	Math PLC meetings	Barbour, Jay	8/10/2016	Common lesson plans, assessments, formatives	5/24/2017 biweekly
G3.B2.S1.MA1 M301224	Student achievement comparisons.	King, Wayne	8/10/2016	Math grades and state assessment data.	5/24/2017 quarterly
G3.B2.S1.MA1 M301225	Comparison to previous year's data.	King, Wayne	8/10/2016	Attendance, Math grades and state assessment data.	5/24/2017 quarterly
G3.B2.S1.A1 A297439	Implement a school-wide incentive program using IXL to increase student engagement and mastery of...		8/10/2016	Data from IXL, district assessments, state assessments	5/24/2017 quarterly
G2.MA1 M301221	School-wide data	King, Wayne	8/10/2016	Grades, state assessment scores, acceleration rates. Data from Reading Plus, MAX Scholar and Common Assessments.	5/25/2017 monthly
G2.B1.S1.MA1 M301217	Student achievement	King, Wayne	8/10/2016	Grades, progress monitoring, state and district exam results. Data from Reading Plus, MAX Scholar and Common Formative Assessments.	5/25/2017 quarterly
G2.B1.S1.MA1 M301218	Classroom observations, common lesson plans and assessments, student work samples.	King, Wayne	8/10/2016	Teacher evaluations and data from Reading Plus, MAX Scholar and Making Meaning.	5/25/2017 quarterly
G2.B1.S1.A1 A297436	High Yield / WICOR Strategies professional development provided monthly to all instructional staff...	King, Wayne	8/10/2016	inservice logs	5/25/2017 monthly
G2.B2.S1.MA1 M301219	Comparison to previous year's data.	King, Wayne	8/10/2016	Reading grades and state assessment data.	5/25/2017 one-time
G2.B2.S1.MA1 M301220	Student achievement comparisons.	King, Wayne	8/10/2016	Reading grades and state assessment data.	5/25/2017 one-time

St. Johns - 0301 - Sebastian Middle School - 2016-17 SIP
Sebastian Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A297437	Develop a school-wide incentive program around ReadingPlus to foster student engagement and mastery...	King, Wayne	8/10/2016	ReadingPlus data, grades, test results.	5/25/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To develop a growth orientated culture through collaboration between faculty, parents and students.

G1.B2 Communicating that college and career readiness is for all students.

G1.B2.S1 Using AVID as the driving force behind school culture.

PD Opportunity 1

AVID elective for 6th, 7th, 8th grade students.

Facilitator

Jordyn Waters and Kate Ducote

Participants

Approximately 150 students between three grade levels.

Schedule

On 5/24/2017

G2. To increase overall student achievement in the areas of reading and writing.

G2.B1 Level of rigor

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies across all subject areas.

PD Opportunity 1

High Yield / WICOR Strategies professional development provided monthly to all instructional staff and selected staff are invited to attend the annual AVID summer conference paid by Title 1 funds.

Facilitator

ILC and teacher leaders

Participants

all teachers

Schedule

Monthly, from 8/10/2016 to 5/25/2017

G3. To increase overall student achievement in the area of math. The goal is to also infuse technology to help with differentiation.

G3.B1 Level of Rigor

G3.B1.S1 Infuse inquiry methodologies to promote critical thinking and engage students at higher levels of thinking with academic content.

PD Opportunity 1

Math PLC meetings

Facilitator

Instructional literacy coach

Participants

Math teachers

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with fifteen days of absences. The Dean will speak with parents of students who are exhibiting behavior problems. Teachers will contact parents via email and phone calls for students struggling in areas of attendance, academic performance, and behavior in their individual classrooms.	\$0.00			
2	G1.B2.S1.A1	AVID elective for 6th, 7th, 8th grade students.	\$0.00			
3	G2.B1.S1.A1	High Yield / WICOR Strategies professional development provided monthly to all instructional staff and selected staff are invited to attend the annual AVID summer conference paid by Title 1 funds.	\$0.00			
4	G2.B2.S1.A1	Develop a school-wide incentive program around ReadingPlus to foster student engagement and mastery of content.	\$18,000.00			
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1382	691-Computer Software Capitalized	0301 - Sebastian Middle School	General Fund		\$18,000.00
<i>Notes: Purchase Reading Plus and Max Scholar to include professional development.</i>						
5	G3.B1.S1.A1	Math PLC meetings				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0301 - Sebastian Middle School	Other		\$5,000.00
<i>Notes: SAI funds will be used to buy math resources to support our struggling math students. Resources include Mastery Connect and Symphony Math and IXL. Professional Development will be funded on developing Common Formative Assessments and data driven instruction. (PLC)</i>						
6	G3.B2.S1.A1	Implement a school-wide incentive program using IXL to increase student engagement and mastery of content.				\$0.00
Total:						\$23,000.00