

# River Springs Middle School



# 2016-17 Schoolwide Improvement Plan

## River Springs Middle School

900 W OHIO AVE, Orange City, FL 32763

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

### School Demographics

School Type 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	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### 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 is pending approval by the Volusia County School Board.

### 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	33
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>35</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 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 River Springs Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

At River Springs Middle School, all students will move forward career and college ready.

##### b. Provide the school's vision statement.

River Springs Middle School will provide an inclusive school community committed to academic excellence.

#### 2. School Environment

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

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

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

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

##### 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.

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

the distractions to instructional time at a minimum. There is a Behavioral Leadership Team in place to constructively address new/on-going campus wide behavioral issues.

**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.**

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

**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.**

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

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

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

Course failure in English Language Arts or mathematics

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

Number of retentions

Grade appropriate age

Grade point average

ESE and ELL status

Number of referrals

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

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

Indicator	Grade Level													Total
	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	38	93	70	0	0	0	0	201

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

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

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

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

We are inviting all families to an event in which the early warning indicators will be explained, strategies for students and parents to implement to ensure success, provide information on accessing resources within the school and community that are available to assist families, and to open the paths



of communication between parents and student, parents and school, as well as student and school. The invitation will be in the form of a letter that includes the above agenda, a short synopsis of the EWS indicators, and the number of EWS indicators in which the student is currently identified. We will make personal phone calls to the students' families that are considered currently at risk.

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

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

## 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?

No

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### 2. Description

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

### 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.

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

## 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
Gotlib, Stacy	Principal
Boles, Chester	Assistant Principal
Stevenson, Delecia	Assistant Principal
Morris, Nancy	Teacher, K-12
Goropeushek, Franz	Teacher, K-12
D'Aliso, Christy	Teacher, K-12
Zablo, Michael	Assistant Principal
Moore, Kelly	Teacher, K-12
Smithers, Heidi	Teacher, K-12
Acker, Amy	Instructional Coach
Galan, Esmerelda	School Counselor
Marchione, Lauren	Instructional Coach
Perrino, Nicole	Teacher, K-12

## b. Duties

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

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

### ***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.***

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to

students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

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

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

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

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

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

River Springs Middle offers a variety of nutrition programs including:

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

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

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

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

Our school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, and Technology career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, SGA, Math Counts, Science Olympiad, Yearbook Club, and WGTR News Crew.

## **2. School Advisory Council (SAC)**

### a. Membership

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

Name	Stakeholder Group
Jesika Butler	Teacher
Jennifer Amaral	Parent
Tracey Natriello	Parent
Phyllis Butlien	Business/Community
Stacy Gotlib	Principal
Sharon Love	Education Support Employee
Michael Zablo	Education Support Employee
Kelly Moore	Teacher
Cheryl Eagle	Business/Community
Neryan Lamboy	Student
Jennifer Theodore	Teacher
Lauren Marchione	Teacher
Annette Shafer	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**

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

##### **b. Development of this school improvement plan**

The River Springs Middle School Advisory Council has regular and ongoing input into the School Improvement Plan. At the September 2016 meeting, SAC discussed barriers and potential strategies for the 2016-17 school year. This input will be included in drafting the plan. The SIP draft is presented to SAC for revisions and/or corrections and final approval.

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

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

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

At the end of the 2014-2015 school year SAC had an end balance of \$2680.99. For the 2015-2016 school year SAC was allocated \$2,664.00. With SAC's rollover from 2014-2015 and the 2015-2016 allocation combined, the beginning balance for SAC in 2015-2016 was \$5,344.99. The following SIP projects were funded by these funds:

Summer Math Camp \$1,200  
8th Grade Awards \$500.00

8th Grade Field Day \$700.00  
Future Problem Solver International Competition \$1,400  
End-of-year awards ceremony for 6th grade \$350.00  
End-of-year awards ceremony for 7th grade \$350.00

**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
Gotlib, Stacy	Principal
Boles, Chester	Assistant Principal
Moore, Kelly	Teacher, K-12
Morris, Nancy	Teacher, K-12
Goropeushek, Franz	Teacher, K-12
Perrino, Nicole	Teacher, K-12
Smithers, Heidi	Teacher, K-12

**b. Duties**

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

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

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

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

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

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

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

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

# **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.***

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

### **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.***

Teachers meet weekly with their PLC to plan and address issues including academically struggling students. During those meetings teachers discuss data, the validity of their assessments, student performance and plans of action for the under-performing students. Teachers work collaboratively to develop common assessments and then compare how the students did on these assessments from class to class and teacher to teacher. The school has SWAMP Wednesdays to ensure all students are given an opportunity for remediation and/or enrichment during class time based on this data. Teachers often switch students during this time to teach a topic in which they are proficient teaching



to those students struggling with the topic. Teachers also devise plans for before and after school as well as lunch time remediation. Further differentiation of classwork, projects, and tests often comes as a result of collecting and analyzing data during PLC time. Teachers have also been and still are being trained in differentiating instruction to meet students at their level. As a part of our SIP, differentiation is closely monitored during evaluations and is therefore a priority for teachers. Students with disabilities are met at their instructional level and ESE teachers help gen ed teachers understand and implement the student's individual plans.

**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:** Summer Program

**Minutes added to school year:** 600

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

Students will be tracked through their SMT scores.

**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.**

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

**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.**

RSMS offers students the following Career and Technical Courses:

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

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

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

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

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

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

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

**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.**

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

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

We will have a career day for all students

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

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



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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.** If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments. **1a**

 G083552

**Targets Supported** **1b**

Indicator	Annual Target
Math Gains	60.0
ELA/Reading Gains	55.0
Statewide Science Assessment Achievement	65.0
CTE Industry Certification Exam Passing Rate	32.0
Civics EOC Pass	80.0
Students exhibiting two or more EWS indicators (Total)	5.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of Knowledge (SHIFTS, Technology, Data). Develop knowledge and skills of the Instructional SHIFTS in ELA and Math and improve implementation of CORE Actions.
- Buy-In (Teacher Reluctance, PLCs, SWAMP Time, Unified School Culture). Continue involving student voice in school based decision making.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Coaches (Reading, Math, and Science)
- Teaming/PLC
- Curriculum and District Contacts
- Mini Academies
- Technology Carts
- ERPD Tracks
- Teacher Experts
- SAC/SIP
- FUTURES
- PBIS
- Administration
- SLT
- STEM Days
- Business Partners
- CPALMS

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

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

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

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

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

SIP Progress Monitoring Meeting

**Person Responsible**

Stacy Gotlib

**Schedule**

On 10/31/2016

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

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

SIP Midyear Review

**Person Responsible**

Stacy Gotlib

**Schedule**

On 9/14/2016

**Evidence of Completion**

Midyear Review in CIMS

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

State Assessment Results

**Person Responsible**

Stacy Gotlib

**Schedule**

Annually, from 5/25/2017 to 7/17/2017

**Evidence of Completion**

Step Zero for 2017-2018 SIP

Action Plan for Improvement

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

Problem Solving Key

G = Goal                      B = Barrier                      S = Strategy

1 = Problem Solving Step      S123456 = Quick Key

**G1.** If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments. 1

G083552

**G1.B1** Lack of Knowledge (SHIFTS, Technology, Data). Develop knowledge and skills of the Instructional SHIFTS in ELA and Math and improve implementation of CORE Actions. 2

B221693

**G1.B1.S1** Professional Learning will be used to address lack of knowledge and communicate school plan for Instructional SHIFTS as it pertains to SIP goal. 4

S233911

### Strategy Rationale

PL opportunities will increase instructional knowledge, knowledge of SHIFTS, and rigor of the standards.

### Action Step 1 5

Administer a survey to instructional staff to determine their needs based on the instructional shifts

#### Person Responsible

Stacy Gotlib

#### Schedule

On 8/15/2016

#### Evidence of Completion

Survey Results

### Action Step 2 5

Provide overview for instructional staff on Instructional SHIFTS and CORE actions.

#### Person Responsible

Chester Boles

#### Schedule

Semiannually, from 8/15/2016 to 9/19/2016

#### Evidence of Completion

Agenda of Training

### Action Step 3 5

Professional learning on Math and ELA shifts will be administered bi-monthly to address the needs of faculty.

**Person Responsible**

Chester Boles

**Schedule**

Every 2 Months, from 8/15/2016 to 5/19/2017

***Evidence of Completion***

Agenda from PL

### Action Step 4 5

Implement the knowledge and skills learned during each Professional Learning session

**Person Responsible**

Michael Zablo

**Schedule**

On 5/19/2017

***Evidence of Completion***

Lesson Plans, Student Work Samples, Data from Instructional Data Walks

### Action Step 5 5

Monitor and provide feedback and coaching as needed for each Professional Learning

**Person Responsible**

Amy Acker

**Schedule**

On 5/19/2017

***Evidence of Completion***

Data Collection Results

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

Track Survey report to determine survey completion

**Person Responsible**

Stacy Gotlib

**Schedule**

On 9/15/2016

***Evidence of Completion***

Survey Report

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

Touch base with professional learning facilitators to determine status of the professional learning plans

**Person Responsible**

Chester Boles

**Schedule**

Monthly, from 9/15/2016 to 4/12/2017

***Evidence of Completion***

Outlook Calendar meeting invite

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

Coaches provide follow up support to ensure implementation of the Instructional Shifts

**Person Responsible**

Amy Acker

**Schedule**

Weekly, from 10/10/2016 to 5/19/2017

***Evidence of Completion***

Coaching Plans and Notes



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

Administrators and Coaches conduct Data Walks

**Person Responsible**

Stacy Gotlib

**Schedule**

Every 2 Months, from 10/11/2016 to 4/21/2017

***Evidence of Completion***

Data Walk Collection Tools and Data Grids

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

Determine status towards completing action steps 1-6 during monthly SLT Meeting

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 9/14/2016 to 5/17/2017

***Evidence of Completion***

SLT Meeting Minutes

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

The administration and instructional coaches at River Springs will monitor and evaluate Civics DIA Scores and Data, Science DIA Scores and Data, and Math DIA Scores and Data, VLT Scores (ELA / Reading); along with Data from Instructional Learning Walks.

**Person Responsible**

Chester Boles


**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Items on PLC Agendas, Data Results/Scores, and Data collected from Instructional Learning Walks will be used to demonstrate that the action plan was actively monitored and measure efficacy of strategies.

**G1.B2** Buy-In (Teacher Reluctance, PLCs, SWAMP Time, Unified School Culture). Continue involving student voice in school based decision making. **2**

 B221694

**G1.B2.S1** In a systemic effort to increase teacher buy-in; strategies to improve effectiveness and consistency of PLCs will be implemented. **4**

 S233912

### Strategy Rationale

Improve effectiveness of data evaluation, ensure instruction meets the rigor of standards through the use of common language across the content areas.

### Action Step 1 **5**

Instructional staff will attend training on effective practices for Professional Learning Communities (PLCs) and Lesson Planning.

#### Person Responsible

Stacy Gotlib

#### Schedule

On 5/1/2017

#### Evidence of Completion

Agenda from Training

### Action Step 2 **5**

Data will be regularly collected to evaluate school-based PLCs. Evaluation will assess collaboration, fidelity, and planning alignment as it relates to standards and curriculum maps.

#### Person Responsible

Stacy Gotlib

#### Schedule

Quarterly, from 8/15/2016 to 5/1/2017

#### Evidence of Completion

Data from evaluation

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

Instructional staff at River Springs will have common planning with subject/grade level peers and be required to submit PLC meeting days and times to the administrator who is their subject areas' VSET evaluator. PLC's will keep agendas of what was discussed and administrator will be present at PLC meetings to ensure consistent implementation of PLC's and on-task discussions that align with the River Springs SIP goal.

**Person Responsible**

Stacy Gotlib

**Schedule**

Weekly, from 8/15/2016 to 5/1/2017

**Evidence of Completion**

PLC agendas will be collected as evidence that each team met with fidelity and aligned discussions with the River Springs SIP goal.

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

Administrators will be present at the weekly PLC meetings to ensure consistent implementation of PLC's and maintain on-task discussions that align with the River Springs SIP goal.

**Person Responsible**

Stacy Gotlib

**Schedule**

Weekly, from 8/15/2016 to 5/1/2017

**Evidence of Completion**

Administrators will collect PLC agendas at the end of the year to submit as evidence that PLCs consistently met and effectively implemented strategies learned through trainings, professional learning, and student feedback.

**G1.B2.S2** Building a school culture will be attained through a collaboration of multiple strategies which include, but are not limited to: Learning Walks, Everybody Everyday Attendance incentives, Book Studies, Academies, PBIS, Number Talks, STEM Days, SWAMP Days, and Curriculum Nights. 4

S233913

### Strategy Rationale

Building a collegial school community will Improve effectiveness of data evaluation and ensure instruction meets the rigor of standards. Student voice will also continue to be used in school based decision making.

### Action Step 1 5

Training on Implementation of Student Voice

#### Person Responsible

Chester Boles

#### Schedule

On 12/12/2016

#### Evidence of Completion

Agenda from Training

### Action Step 2 5

Student Focus Group

#### Person Responsible

Stacy Gotlib

#### Schedule

Monthly, from 8/15/2016 to 5/26/2017

#### Evidence of Completion

Notes from Focus Group session

### Action Step 3 5

Implementation / changes based on focus group feedback

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Documentation of dates in which suggested focus group sessions were implemented.

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will be responsible for ensuring the fidelity of implementation of incentives and rewards for positive student behavior. Administration will confirm that instructional strategies based on the academic data and student feedback are produced, implemented and then reported and collected at weekly PLC meetings through the notes of the meeting. These strategies will be monitored in the classroom during formal observations and informal observations through learning walks/SHIFT walk-thrus. Student voice will be communicated to instructional staff through a variety of means, including but not limited to, staff meetings, instructional coaches, VSET meetings, and student celebrations.

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

PLC agendas, data from learning walks, EWS attendance records, and discipline data will be submitted as evidence to demonstrate felicitous implementation of proposed actions, such as changes based on student feedback.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

River Springs will offer trainings on how to implement student voice in their lesson planning and incorporate positive behavior intervention support in classroom management. the Principal will hold monthly Student Focus Groups made up of a random selection of students. Implementation of and changes based on student focus group feedback will be communicated to staff and monitored through walk-thrus and PLC agendas.

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/15/2016 to 5/26/2017







***Evidence of Completion***

Agendas from Training sessions, Notes from Focus Group sessions and action plan for implementation, and documentation of dates in which suggestions from focus group sessions were implemented will be submitted as evidence to demonstrate follow-through on action plan.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S1.A1 A300422	Administer a survey to instructional staff to determine their needs based on the instructional...	Gotlib, Stacy	8/15/2016	Survey Results	8/15/2016 one-time
G1.MA3 M304879	SIP Midyear Review	Gotlib, Stacy	9/14/2016	Midyear Review in CIMS	9/14/2016 one-time
G1.B1.S1.MA1 M304868	Track Survey report to determine survey completion	Gotlib, Stacy	8/15/2016	Survey Report	9/15/2016 one-time
G1.B1.S1.A2 A300423	Provide overview for instructional staff on Instructional SHIFTS and CORE actions.	Boles, Chester	8/15/2016	Agenda of Training	9/19/2016 semiannually
G1.MA2 M304878	SIP Progress Monitoring Meeting	Gotlib, Stacy	10/31/2016	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
G1.B2.S2.A1 A300429	Training on Implementation of Student Voice	Boles, Chester	8/15/2016	Agenda from Training	12/12/2016 one-time
G1.B1.S1.MA3 M304869	Touch base with professional learning facilitators to determine status of the professional learning...	Boles, Chester	9/15/2016	Outlook Calendar meeting invite	4/12/2017 monthly
G1.B1.S1.MA5 M304871	Administrators and Coaches conduct Data Walks	Gotlib, Stacy	10/11/2016	Data Walk Collection Tools and Data Grids	4/21/2017 every-2-months
G1.B2.S1.MA1 M304873	Administrators will be present at the weekly PLC meetings to ensure consistent implementation of...	Gotlib, Stacy	8/15/2016	Administrators will collect PLC agendas at the end of the year to submit as evidence that PLCs consistently met and effectively implemented strategies learned through trainings, professional learning, and student feedback.	5/1/2017 weekly
G1.B2.S1.MA1 M304874	Instructional staff at River Springs will have common planning with subject/grade level peers and...	Gotlib, Stacy	8/15/2016	PLC agendas will be collected as evidence that each team met with fidelity and aligned discussions with the River Springs SIP goal.	5/1/2017 weekly
G1.B2.S1.A1 A300427	Instructional staff will attend training on effective practices for Professional Learning...	Gotlib, Stacy	8/15/2016	Agenda from Training	5/1/2017 one-time
G1.B2.S1.A2 A300428	Data will be regularly collected to evaluate school-based PLCs. Evaluation will assess...	Gotlib, Stacy	8/15/2016	Data from evaluation	5/1/2017 quarterly
G1.B1.S1.MA6 M304872	Determine status towards completing action steps 1-6 during monthly SLT Meeting	Gotlib, Stacy	9/14/2016	SLT Meeting Minutes	5/17/2017 monthly
G1.B1.S1.MA4 M304870	Coaches provide follow up support to ensure implementation of the Instructional Shifts	Acker, Amy	10/10/2016	Coaching Plans and Notes	5/19/2017 weekly
G1.B1.S1.A3 A300424	Professional learning on Math and ELA shifts will be administered bi-monthly to address the needs...	Boles, Chester	8/15/2016	Agenda from PL	5/19/2017 every-2-months
G1.B1.S1.A4 A300425	Implement the knowledge and skills learned during each Professional Learning session	Zablo, Michael	9/15/2016	Lesson Plans, Student Work Samples, Data from Instructional Data Walks	5/19/2017 one-time
G1.B1.S1.A5 A300426	Monitor and provide feedback and coaching as needed for each Professional Learning	Acker, Amy	9/15/2016	Data Collection Results	5/19/2017 one-time
G1.B1.S1.MA1 M304867	The administration and instructional coaches at River Springs will monitor and evaluate Civics DIA...	Boles, Chester	8/15/2016	Items on PLC Agendas, Data Results/ Scores, and Data collected from Instructional Learning Walks will be	5/26/2017 monthly

**Volusia - 7741 - River Springs Middle School - 2016-17 SIP**  
*River Springs Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				used to demonstrate that the action plan was actively monitored and measure efficacy of strategies.	
G1.B2.S2.MA1  M304875	River Springs will offer trainings on how to implement student voice in their lesson planning and...	Gotlib, Stacy	8/15/2016	Agendas from Training sessions, Notes from Focus Group sessions and action plan for implementation, and documentation of dates in which suggestions from focus group sessions were implemented will be submitted as evidence to demonstrate follow-through on action plan.	5/26/2017 monthly
G1.B2.S2.MA1  M304876	Administration will be responsible for ensuring the fidelity of implementation of incentives and...	Gotlib, Stacy	8/15/2016	PLC agendas, data from learning walks, EWS attendance records, and discipline data will be submitted as evidence to demonstrate felicitous implementation of proposed actions, such as changes based on student feedback.	5/26/2017 monthly
G1.B2.S2.A2  A300430	Student Focus Group	Gotlib, Stacy	8/15/2016	Notes from Focus Group session	5/26/2017 monthly
G1.B2.S2.A3  A300431	Implementation / changes based on focus group feedback	Gotlib, Stacy	8/15/2016	Documentation of dates in which suggested focus group sessions where implemented.	5/26/2017 monthly
G1.MA1  M304877	District and state assessments will be collected and used to measure if we are in the top 1/3 on...	Gotlib, Stacy	9/1/2016	Lesson plans, PLC meeting notes, administrative observations and learning walks will be the evidence collected to observe if progress towards the goals is taking place.	5/31/2017 monthly
G1.MA4  M304880	State Assessment Results	Gotlib, Stacy	5/25/2017	Step Zero for 2017-2018 SIP	7/17/2017 annually



## V. Professional Development Opportunities

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

**G1.** If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments.

**G1.B1** Lack of Knowledge (SHIFTS, Technology, Data). Develop knowledge and skills of the Instructional SHIFTS in ELA and Math and improve implementation of CORE Actions.

**G1.B1.S1** Professional Learning will be used to address lack of knowledge and communicate school plan for Instructional SHIFTS as it pertains to SIP goal.

### PD Opportunity 1

Provide overview for instructional staff on Instructional SHIFTS and CORE actions.

#### Facilitator

Administration, District Staff, Instructional Coaches

#### Participants

Instructional Staff

#### Schedule

Semiannually, from 8/15/2016 to 9/19/2016

### PD Opportunity 2

Professional learning on Math and ELA shifts will be administered bi-monthly to address the needs of faculty.

#### Facilitator

Coaches, Teacher Leads, and District Staff

#### Participants

Instructional Staff

#### Schedule

Every 2 Months, from 8/15/2016 to 5/19/2017

**G1.B2** Buy-In (Teacher Reluctance, PLCs, SWAMP Time, Unified School Culture). Continue involving student voice in school based decision making.

**G1.B2.S1** In a systemic effort to increase teacher buy-in; strategies to improve effectiveness and consistency of PLCs will be implemented.

**PD Opportunity 1**

Instructional staff will attend training on effective practices for Professional Learning Communities (PLCs) and Lesson Planning.

**Facilitator**

Administration, Instructional Coaches

**Participants**

Instructional Staff

**Schedule**

On 5/1/2017

**G1.B2.S2** Building a school culture will be attained through a collaboration of multiple strategies which include, but are not limited to: Learning Walks, Everybody Everyday Attendance incentives, Book Studies, Academies, PBIS, Number Talks, STEM Days, SWAMP Days, and Curriculum Nights.

**PD Opportunity 1**

Training on Implementation of Student Voice

**Facilitator**

Administration

**Participants**

Instructional Staff

**Schedule**

On 12/12/2016

## VI. Technical Assistance Items

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

**G1.** If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments.

**G1.B2** Buy-In (Teacher Reluctance, PLCs, SWAMP Time, Unified School Culture). Continue involving student voice in school based decision making.

**G1.B2.S1** In a systemic effort to increase teacher buy-in; strategies to improve effectiveness and consistency of PLCs will be implemented.

### TA Opportunity 1

Data will be regularly collected to evaluate school-based PLCs. Evaluation will assess collaboration, fidelity, and planning alignment as it relates to standards and curriculum maps.

#### Facilitator

Administration, Instructional Coaches

#### Participants

Instructional Staff

#### Schedule

Quarterly, from 8/15/2016 to 5/1/2017

## VII. Budget

1	G1.B1.S1.A1	Administer a survey to instructional staff to determine their needs based on the instructional shifts	\$0.00
2	G1.B1.S1.A2	Provide overview for instructional staff on Instructional SHIFTS and CORE actions.	\$0.00
3	G1.B1.S1.A3	Professional learning on Math and ELA shifts will be administered bi-monthly to address the needs of faculty.	\$0.00
4	G1.B1.S1.A4	Implement the knowledge and skills learned during each Professional Learning session	\$0.00
5	G1.B1.S1.A5	Monitor and provide feedback and coaching as needed for each Professional Learning	\$0.00
6	G1.B2.S1.A1	Instructional staff will attend training on effective practices for Professional Learning Communities (PLCs) and Lesson Planning.	\$0.00
7	G1.B2.S1.A2	Data will be regularly collected to evaluate school-based PLCs. Evaluation will assess collaboration, fidelity, and planning alignment as it relates to standards and curriculum maps.	\$0.00
8	G1.B2.S2.A1	Training on Implementation of Student Voice	\$0.00
9	G1.B2.S2.A2	Student Focus Group	\$0.00
10	G1.B2.S2.A3	Implementation / changes based on focus group feedback	\$0.00

Total:		\$0.00
--------	--	--------