School District of Indian River County

Sebastian River Middle School

2016-17 Schoolwide Improvement Plan

Sebastian River Middle School

9400 FELLSMERE RD, Sebastian, FL 32958

www.indianriverschools.org

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	66%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	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 Indian River 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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 River Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Through the IB/MYP framework, the mission of Sebastian River Middle School is to develop citizens who are nationally and globally conscious, possess personal integrity, and pursue academic excellence through content area literacy. Our efforts will create life-long, self-motivated learners who actively serve their communities.

We will achieve this mission by...

● recognizing and treating our students as our most prized resource. We will foster an environment of stability, teamwork, empowerment, and safety, and provide equal opportunities for learning and personal growth!
● providing the highest quality and value for each project we undertake. We will be reliable and accountable to our Cowboy families. We will strive to apply innovation, strategic thinking, as well as, demonstrate a passion for excellence in everything we do!
● building strong connections, we will be easy to talk with, and reach. We will work together to problem solve and address all concerns. We strive to deliver nothing but exceptional customer service!
● becoming a valuable resource for our SRMS families through our continuous research and development of strategic partnerships with our community!
● being trustworthy, we will form genuine and collaborative relationships that benefit the SRMS faculty, the students, parents and community alike!

As a result of these actions, our students, parents and the community will often prefer, recommend and even specify SRMS as the middle school of choice in Indian River County!

b. Provide the school's vision statement.

At SRMS, we read, innovate, collaborate, and achieve!

2. School Environment

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

Customer service is our top priority at Sebastian River Middle School. Customer service takes place at every touch point with students, parents and the community. We take pride in engaging with all of our stakeholders in a variety of ways — all with the goal of raising students' academic achievement.

Faculty members use the first days of school to set a positive tone and clarify the values and expectations that will help guide interpersonal interactions between the teacher and students in the classroom. SRMS take students through a Cowboy Culture College and IB Culture Plan, as well as teach the 7 Habits of a Highly Effective Teen. Administration does a school-wide grade level expectation assembly to ensure that all students are given the tools and opportunities to succeed.

We have expectations that teachers will greet students at their doors before each class and our Administrators will be a consistent, reliable, and visible presence on campus.

SRMS is a full IB/MYP school. The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

•Language acquisition (Spanish for the Accelerated Cohort)
•Language and literature
•Individuals and societies
•Sciences
•Mathematics
•Arts
•Physical and health education
•Design (as much as possible)

The Middle Years Program (MYP) requires at least 50 hours of teaching time for each subject group in each year of the program. In the program, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, teachers and students are required to engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it

Our approach to teaching and learning:

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the MYP is underpinned by the following concepts:

Teaching and Learning in Context:
Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Global Context:
Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:
•identities and relationships
•personal and cultural identity
•orientations in space and time
•scientific and technical innovation
•fairness and development
•globalization and sustainability.

Conceptual Understanding:
Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

Approaches to Learning:
A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the

foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Service as action, through community service, action and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program, especially in the MYP community project.

Inclusion and Learning Diversity in MYP
As part of the MYP curriculum, SRMS addresses differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during program authorization and evaluation.

Evaluating administrators encourage teachers to build strong relationships and collect observable data using Marzano's design question 8: Establishing and maintaining effective relationships with students.
Our entire teaching staff participated in student engagement Kagan strategies that are data driven to increase positive interactions with students, and these strategies are strongly encouraged for engaging students in the classroom.

SRMS utilizes a PBS design model for discipline focusing on positive interactions and acknowledgement of students who are following the IB MYP learner profile traits.

Administration, department chairs and guidance counselors participate in the Superintendent's Back to School Summit, the training is has been focused on data analysis and standards based instruction.

Department Chair/Teacher Leader Meetings are held the 2nd Monday of each month, Faculty Meetings the 2nd Wednesday of each month, and collaborative planning weekly (Mon./Wed. - Grade Level Subject Area Planning and Tues.- Department Planning). A variety of "Professional Development" offerings are offered this school year during early release days (designated Wednesdays). Teachers are encouraged to collaborate through the use of protocols, holding all accountable to the work, as group members have an opportunity to participate and discuss topics around reflective teaching practices. Reflective teaching practices means looking at "what you do" in the classroom, thinking about "why you do it", and evaluating "does it work".

No two students enter a classroom with identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. Regardless of their individual differences, however, students are expected to master the same concepts, principles, and skills. Helping all students succeed in their learning is an enormous challenge that requires innovative thinking. When planning and delivering instruction, Kagan and other high-yield strategies help to structure the learning environment and address the variety of learning styles, interests, and abilities found within their classroom.

Our school also incorporates content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b) with the appropriate grade levels including:
History of the Holocaust
History of Africans and African Americans
Hispanic's Contributions
Women's Contributions
Sacrifices of Veterans

When necessary, we implement a comprehensive school counseling program to help assist students in the development of social-emotional strategies and behaviors that result in positive and supportive relationships with teachers.

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

We articulate, demonstrate, and teach the specific practices that reflect the application of Sebastian River Middle Schools Positive Behavior Support expectations to the contexts students will encounter before/ during/after school.

Adults across our campus are visible and pro-active in re-directing behavior and acknowledging students who are following our expectations.

Students are made aware of the clear process and structure for reporting violations of our "hands off" policy, harassment, bullying, or any incidents that break our District Code of Conduct and all matters are dealt with in a timely manner by administration or guidance.

In a school setting, young people feel safe because they know they are at a place where ALL the adults are looking out for them and will keep them safe. If they admit it or not, they know deep down that all the employees have their best interest at heart. They don't have to worry about stranger danger and they know that there is always someone they can go to and that someone will listen and help them.

Seeing a School Resource Officer (SRO) on campus adds to that safe feeling. Whether they talk to the SRO or not, they know he/she is there to keep them safe.They feel respected because we keep pushing them to be the best they can be. We have faith in them and ultimately they understand that we WANT them to succeed.

In addition, Sebastian River Middle School also has a strong Guidance program. The Middle School Guidance Counselor functions as a primary student advocate within the school community by challenging, supporting and encouraging students through counseling services as follows:

Academic Achievement and Planning:
• Encourage and motivate students' academic excellence
• Assist students in course selection
• Update and maintain accurate student records
• Assist with problem solving
• Act as liaison between students, teachers, administrators and parents
Personal and Social Growth:
• Encourage the development of self-esteem and self-advocacy skills
• Teach positive decision making techniques
• Facilitate interpersonal communication skills
• Promote and reward positive attitude and choices
• Assist with acquiring resources in the community
Crisis Intervention
• Provide preventative, educational counseling
• Provide crisis counseling and assessment
• Coordinate referral to outside services as needed
• Member of MTSS Team, and Emergency Management Team
Career and Life Planning
• Assist students with developing self-awareness and interests related to the world of work
• Interpret assessments regarding abilities and strengths

• Encourage students' recognition of strengths and optimum use of capabilities
Consultation
• Facilitate communication between students, teachers, administrators and parents
• Serve as a reference and resource on student issues
• Collaborate with ESE, SSS, ELL regarding student needs and placement
• Make recommendations to administration on student needs regarding master schedule
• Promote awareness of Guidance services to the community

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.

School Wide expectations are shared during our first week assemblies that address topics of attendance, dress code, electronics, bullying and harassment, and other policies outlined in the District Code of Conduct. Students are also given a "Cowboy College" packet and quiz that goes over specific school wide expectations and introduces students to policies and procedures. Students fill in the quiz, turn it in to the administrative office, and prizes are given out to students for completing and turning it the quiz.

Administration works together to develop lessons for homeroom, the lessons cover the expectations and idea of respect in school (ie- attendance, goal setting, reflecting on the learning, etc). This allows us to build relationships with the students while establishing clear understanding of what it means to be a good citizen.

Teachers are trained to establish clear and consistent policies in the classroom and follow a policy of making parent contact and documenting minor infractions before writing students referrals. This ensures that students are given opportunities to make better choices.

From the Student Support perspective the school wide behavioral system in place is our Positive Behavior Support Program. This program aids in minimizing distraction to keep students engaged during instructional time by providing positive incentives for appropriate behavior. Students are rewarded with cowboy credits by teachers and staff when they exhibit behavior that support the school expectations around the 10 IB Learner Profiles.

In the classes behavioral issues that may come up, such as when students are not effectively and actively engaged or when their frustration levels increase, are kept to a minimum. The teachers in these classes are able to employ research based, proven strategies that maximize engagement and also provide for success for the students as they move along the skill level continuum.

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.

The social-emotional needs of all students are being met through the Life Skills Program, it provides students with tools and skills that help them navigate their adolescent years with more awareness, confidence, independence, and self-reliance. The end goal is to help them make healthy and balanced decisions in their lives.

The (PBS) Positive Behavior Support Program and MTSS, also help. Both the PBS and MTSS program looks at our school discipline data to help track progress and identify areas to target for intervention. Both PBS and MTSS take into account the discipline data. The referral Process & Procedures are consistent throughout the school, School-wide expectations and rules are posted in specific settings to teach students appropriate behavior, and reward system to encourage and model appropriate behavior and effective consequences to discourage inappropriate behavior.

Additional examples are provided below:
*Responding daily to the immediate emotional and academic needs of students regarding family, peer and school issues through personal counseling services.
*Utilize developmentally appropriate counseling strategies to motivate and promote student growth and achievement.
*Respond to teachers, staff and administrators referrals of students in need of support
*Facilitate MTSS weekly team meetings.
*Conduct Peer Mediations.
*Homeless children and youth are identified by school personnel, these families are informed of and receive educational services for which they are eligible
*Refer students and families to community agencies for ongoing therapeutic assistance such as New Horizons, Legacy, and Suncoast Mental Health Center.
*Collaborate with ESE, SSS, ELL, New Horizons school program who provide group counseling opportunities.
*Conduct parent conferences and suggest community resources

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.

The School District of Indian River County has provided PM2 Data/Unify monitoring capability so students can be identified quickly and efficiently for the Early Warning Indicators. This data can be pulled for the entire school, grade level, gender, sub-groups and filtered down to a specific teacher's class.

The data being tracked are the following:
Attendance Rate
•Attendance below 90 percent (regardless of whether the absence is excused or a result of out-of-school suspension)
•Two or more suspensions, whether in school or out of school
-Low GPA target (D and F Reports)
•Course failure in English Language Arts and/or Mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
•Baseline/Benchmark Scores (ELA/Math/Science/Civics)
•Formative Assessment Data

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	26	36	47	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	1	19	17	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	2	16	28	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	61	58	89	0	0	0	0	208

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	2	26	41	0	0	0	0	69

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

We have developed several innovative programs to address the EWS indicator groups. Administration, teachers, and others help to identify students within their classes that are labeled with EWS to establish who is in need of groups, classroom consultations (homeroom), and consistent parent communication for the students that fall into this category.

Another strategy that we are implementing at our school, is the "ON A ROLL" program, recognizing students with significant attendance, behavior, and academic improvements. This Tier 2 Strategy will continue to help us target and encourage students who are taking the steps forward to be successful. Classroom incentives and rewards are also utilized to encourage good choices.

Another tier 2 strategy is to incorporate opportunities for engagement during lunch and after school to positively reward students who are coming to school, making good academic and behavior choices. This proactive approach has helped us already reduce referrals significantly. We have incorporated playing music during lunches, dance-offs on stage on Fridays, and school-wide PBS drawings each week to encourage students to follow the 4 R's and the IB Learner Profile Traits.. Teachers give out tickets throughout the week to students.

Our Tier 3 strategy is working specifically with students who have 4-5 Early Warning Indicators through our MTSS team, which help to design specific interventions to meet the needs of the students.

Teachers are also encouraged to volunteer/mentor those identified students in their classes to provide additional support.

Tutoring is offered and transportation is provided for students in the areas of math, reading, language arts and science each Thursday, 2:50 to 4:15 (Program started September 2nd)

The E.S.E. Department (Resource, Psychologist, SSS/Support Facilitation Teachers) will assist those students who are ESE and in the lower quartile who have two or more early warning indicators. Students will be pulled for conferences by the consult teacher to help them create a plan to minimize the problems/ situations shown in the data.

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

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.
Engaging parents in the education process is essential to improved academic success for students. A student's education is a responsibility shared by the school and the family throughout the student's school career in our district.
Sebastian River Middle School will foster and support active parent involvement so our school and parents work together as partners in educating children.
We solicit feedback from parents regarding their satisfaction of the service they have receive annually. During Open House, Orientation, conference nights, parent nights, etc., we ensure non-threatening ways to introduce and communicate with our parents and community. We do a monthly newsletter filled with exciting events, pictures of activities on campus, academic focuses, and upcoming volunteer opportunities.
We have a very active Parent Teacher Student Association (PTSA). Our board members, committee chairs and other volunteers work hard to make our school community an ideal learning environment for our students. PTSA promotes parent involvement by providing a forum for discussion at our monthly general meetings. They are also involved with the uniform closet and clothing swap, food pantry and copy cat program.
School Advisory Council (SAC) meets at least 4 times each school year. SAC is a team of people representing parents, teachers, students, administrators, support staff, and other interested community members. We meet to review, and discuss the School Improvement Plan, as well as, to assist in the evaluation of the results of the plan.
SRMS is an IB World School, with 100 percent of the students participating in the IB program. Part of the mission of the IB Program and SRMS is to involve the parents and community. The IB Coordinator utilizes a variety of methods to communicate with parents and students. The Coordinator frequently sends email bi-weekly updates concerning various community activities and volunteer opportunities. For example, SRMS is participating in the annual International Beach Cleanup on Saturday, Sept. 17, 2016. In addition, parents receive email concerning SRMS activities such as: Open House, Orientation, Progress Report/Report Card dates, and Parent Conference Nights.
SAC
PTSA
IB Parental Involvement (10 volunteer hours required)
Parental communication- School Messenger, Focus, PTSA website, school website, and trackitforward.com
5K Annual Cowboy River Run Fundraiser (to benefit IB program)
Athletic Events
Band Night/Chorus night
Literacy events (Book fairs.etc)
Student Council Events
School Talent Show
Staff Shenanigans (6th, 7th, and 8th grade staff play competitive games and the students come out to watch with parents)
Cowboy Camp
IB MYP Parent Night
IB Portfolio Night
Wave & Pebble Ceremony

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 River Middle School has an excellent relationship with the local community.

Sebastian Middle has a strong partnership with the IRC Education Foundation. They have earmarked funds for teachers in our district to fund creative classroom projects. Teachers, and school administrators can apply for grants which benefit individual classrooms, or the entire school. Many of our teachers have applied for Find-it Fund-it grants which have provided unique and result-oriented learning experiences for our students.

The virtual supply closet (www.edfoundationirc.org) offers a wide range of items. Teachers at our school have requested items from the closet. The virtual classroom supply closet is presented in partnership with the Indian River County Lawyers Auxiliary.

In addition, the Ed. Foundation provides students at SRMS with the basic tools to learn. Children in need receive a backpack filled with grade appropriate school supplies or supply kits beginning in August and throughout the school year. Our students also participate in the "Sneaker Exchange" program, they receive new sneakers and socks, which keeps them on a path of learning by supporting and providing for their basic needs.

Additionally, the IRC Education Foundation offers our students the opportunity to participate in a Science Fair. Students participate annually at the local, with a goal of making it to the regional fair to earn academic prizes and college scholarships. In 15-16, we had a student to move on to the state level!

We also have an excellent relationship with the Sebastian Rotary Exchange Club, and each year, recognizing "Students of the Month". This school year, they also sponsored "Joe the Biker" a Bully Prevention Program.

Sebastian River Middle School participates in the Wounded Warrior Christmas Card program, as well as partner with the Veterans Council to have "Veteran in the Classroom" program.

Local churches and the Harvest Food Pantry help with food, allowing us to provide food weekly to about 25 families in need, the students have a variety of items to choose from as they shop in the pantry located on our campus.

"Shop with a Cop" is another program that our families take advantage of during Christmas season.

In 2015-16, eight SRMS students won the IRSC/Take Stock in Children Scholarships (only 10 scholarships were given out district wide).

Each year, people within the community email the school or IB Coordinator in search of volunteers. Parents and students volunteer and help with the annual events, such as the Frog leg Fest, Firefighters Fair, and Sebastian Clambake just to name a few.

When we are in need of special funding, administration and the IB Coordinator send out emails, letters or call local businessmen/women for support. Since we are active members within the community, it is often easy to gain the support that is needed.

Wal-mart, Sam's and Publix are big supporters of our school. Sponsoring events such as Fun in the Sun, Donuts for Dads, Breakfast for Veterans, etc.)

Parents are required to volunteer 10 hours, students are required to volunteer 10 or more hours each year (6th - 10, 7th - 15, and 8th 20 hours).

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
Idlette, Jody	Principal
Ward, Kelly	Teacher, K-12
Wright, Alissa	Teacher, K-12
Contri, Jacque	Teacher, K-12
Crespo, Robert	Teacher, K-12
Rieck, Lisa	Instructional Coach
Auger, Kim	Teacher, K-12
Patten, Twila	Instructional Coach
Wright, Bradley	Instructional Coach
	Assistant Principal

b. Duties

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

The principal, Jody Idlette, is an instructional leader who sustains a shared vision for the students' academic achievement. Her goal is to ensure rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers and staff. The principal oversees school wide operations.

Assistant principals, Jackie Contri and James Thimmer, are strong instructional leaders who assist with overseeing school wide operations, while supporting all school wide initiatives and duties. The principal and AP's meet often to discuss school-wide practices and procedures.

The School Leadership team is made up of the school administration, Content-Area Department Chairs, MYP Coaches and the IB coordinator.

The school leadership team meets to review the data. The group designs an assistance support plan with timelines for implementation. The plan enables the school to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.

The role of the school-based leadership team is to help develop support systems based on data. The team's responsibility is to provide coaching, mentoring, and support to the department, teachers, and students.

Our MTSS team consists of administration, Guidance Counselors, School Psychologist, Student Support Specialist and Attendance Officers are on the team to give specific interventions based on their area of expertise. The collaborative efforts help us to reach each individual student’s needs.

The School Student Support Specialist works directly with students that are recommended for Tier 2

and Tier 3 interventions. She monitors behavior, checks in with teachers, provides immediate feedback, and reports progress back to the team to see if modifications are needed. She also heads up the Positive Behavior Support System that promotes effective behavior with a positive reward system and incentives.

The PBS team is established and meet every 3rd Wed. throughout the school year to create standards of behavior for students, teach students expectations and discuss ways to communicate positively to students. Teachers are trained to utilize the responsive classroom approach. There are many opportunities for student recognition and celebration of student effort throughout the year.

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 Leadership team is made up of the school administration, content-area Department Chairs, MYP content area coaches, and the IB coordinator.

The MTSS team is made up of administration, the Resource Specialist, School Resource Officer, Guidance Counselors, School Psychologist, Speech/Language Pathologist, Attendance Officer, and the Student Support Specialist.

MTSS at Sebastian is in the process of being restructured due to staff turnover, a fairly new Student Support Specialist, a new guidance counselor, and a new school psychologist. Staff is very positive about working toward developing structures and formalizing documentation and procedures and follow-up protocols. Currently, the school psychologist, Student Support Specialist, Resource Specialist, guidance counselors and the two assistant principals meet on a weekly basis to review student needs and challenges. Teachers typically do not participate in these meetings.

To address effectiveness of core instruction, the School Leadership team analyze data and address issues when needed. Our School Support System is designed to align with best practice efforts and supports. The teacher support system consists monitoring and feedback from administration, guidance, Department Chairs, Student Support Specialist, and the ESE Resource Teacher.

School administration and school faculty review student data in a variety of ways and formats. The focus of review is to create strategies to improve student academic and social emotional and/or behavioral outcomes. In
addition, analysis of school-wide performance outcomes along with individual student data is reviewed to identify targeted instructional areas in addition to cross content area planning.

The curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas. To the maximum extent possible, students with exceptionalities are meaningfully included in the general education program. Individual Education Plans reflect state standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for testing and learning. Professional training is offered and we encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and exceptionalities. Monitoring takes place through lesson plan checks, data review, collaborative conversations, walk-throughs, observations, etc.

The School Support System integrates multiple sources of information in order to develop a support plan that is directed at increasing student performance and good behavior. Our goal is to implement agreements and verification in a timely and systematic way to get corrective actions /support planning

instituted in order to assure continuous inprovement of all children.

Other School Support Systems

New Teacher Mentor Program
We have a new teacher mentor program, the M&M meetings are held monthly after school. It provides the necessary framework, resources, and support to enable and empower new teachers to our school. The program is co-sponsored by Laurie Wykoff and Kasey Rompot.

National School Breakfast & Lunch Program
The National School Breakfast & Lunch Program is a federally assisted meal program. It provides nutritionally balanced, low-cost or free breakfast and lunches to our children each school day. The National School Program expanded to include reimbursement for snacks served to children in afterschool educational and enrichment programs, which our students also take advantage of each Thursday after school at 2:45 in the cafeteria.

We currently have 74.2% (741/998) students of our students qualifying for Free & Reduced lunch.

Title 1 Part C, Migrant
The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families. We also offer an after school program for our struggling migrant students.

Title II
In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings are funded with Title II funds.

Title III
The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.
The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone.

Title X- Homeless
The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Indian River County Civil Citation Program
SRMS is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sheriff's office. The program is an alternative to arrest, so youth will have no criminal record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a youth enters the civil citation program his/ her information is entered into prevention records with the Department of Juvenile Justice as required by Florida statute. If the youth completes the program, the youth will not have an arrest record. If a victim is involved, they must agree to the terms of the program. The program is being offered on-campus.

Anger Management and Social Skill Sessions
Our anger management and social skill sessions are offered in a small group setting, as well as, one-on-one counseling with the student support specialist, school psychologist, or counselor. Individual student needs are based on recommendation from staff, data collection and analysis, and then specific interventions based on the tiered approach.

After School Programs
Resource allocation is limited however, we are planning to use a portion of our general funds to provide transportation on Thursdays from 2:45-4:15 for our students that are struggling academically or need behavior interventions, currently we are using our morning time from 7:25 to 7:55 am to provide tutoring support. We also host a variety of clubs and activites. Teachers working with the after school program are funded through supplements dollars.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jody Idlette	Principal
Amanda King	Parent
Meredith Tatro	Teacher
Caroline Maschoff	Parent
Viridiana Gamez	Parent
Cindy Moses	Education Support Employee
Jackie Contri	Principal
Teresa Monnett	Business/Community
Richelle Cluck	Parent
Jose Alejandro Alvardo	Parent
Karina Villegas	Parent
Marie Taglione	Teacher
Ron Rompot	Parent
Briceli Gamez	Education Support Employee
Jackie Ogilvie	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 School Improvement Plan (SIP) is the primary vehicle for aligning, coordinating and prioritizing the work of the school in the context of raising student performance.

The goal for our School Advisory Council is be informed, remain diligent, and provide collaborative support that strengthens and improves our school. The SIP plan was developed with a shared responsibility across the staff, content area departments, and support personnel for completion of the components within the plan.

b. Development of this school improvement plan

After the plan is developed and approved, the actions listed in the plan will be carried out in order to achieve the objectives of the plan. The SIP plan will be revisited and reviewed in the mid year to ensure that progress is being made, and the components of the plan are being implemented.

SAC meetings will also focus on district, school initiatives, and legislation that may affect student performance as well as other initiatives that are listed within the SIP.

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

About 80 percent of the budget is tied to personnel and benefits, another 15 percent of the budget is impacted and limited by state, local and federal mandates related to state adopted textbooks, supplies and materials, etc. and the remaining 5 percent is discretionary funds used to support school initiatives. Funds in our budget are spent continuously throughout the school year.

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

School Improvement funds are available on this school year and will be used for the purpose of enhancing school performance through development and implementation of a School Improvement Plan. The monies, when available, may only be used on programs or projects selected by the School Advisory Council.

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
Idlette, Jody	Principal
Beller, Sandra	Instructional Media
Patten, Twila	Teacher, K-12
Sarrasin, Clarelle	Teacher, ESE
	Assistant Principal

b. Duties

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

Education makes it possible to think, dream, act, and build further knowledge. And there can be no education
without literacy.

We have seen how preparing students to be college and career ready by graduation will mean an increased emphasis on reading informational text and an increase in the level of text complexity. Preparing students to proceed up the 'staircase' of text difficulty will require an increased emphasis on helping students learn academic vocabulary they will encounter in texts across a broad range of topics and disciplines.

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The team is in the process of initiating several ways that we can support literacy across all content areas. We have committed to focus on Journal Writing, ISN Notebooks, Tier II Vocabulary school-wide, accountable talk. These meetings are embedding within out department/teacher leader monthly meetings, the Action Steps remain a work in progress that we intend to update and maintain as the committee moves forward with the initiative.

SRMS School Wide Literacy/College and Career Ready Action Steps
1. School Wide, Cross Content -Focus on Tier II Vocab., Share State Rubrics and Item Specs, Performance Task, Open Response, Document Based Questions, GRASP, and Cite Textual Evidence

2. Text Complexity and Informational - Support from Media Specialist (expert of primary sources), a focus on building library collection of non-fiction, AR points (teacher approval) for reading complex text, new ELA textbooks support rigor

3. Close Reading and Text Based Responses- PD provided by Reading/Lang. Department, Training on CIS Close Reading, Use of ELA Stem Questions

4. Writing Across Content Areas- Document Based Questions, GRASP, and Cite Textual Evidence, Exit Slips and Written Response Questions

5. Student Engagement and Collaboration- Use of Kagan in classrooms (ex. shoulder and face partners, accountable talk, burning questions), 1:1 and Bring Your Own Device initiative

7. Teaching Practices- Marzano High-Yield Strategies, DOK, etc.

8. Professional Learning- Focused Professional Development on the what we need to support the standards.

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.

Collaborative planning provides opportunities for teachers to work together during the school day to make those connections through examining their practice, consulting with colleagues, and developing their skills.

Teachers are given vertical planning time to work with their Department each day to create common assessments, analyze data, work on unit plans. I would like to continue our once a month teacher collaboration meetings, teachers are given an additional time to plan during the instructional day to unpack standards, create unit plans/lessons, and formative assessments tied to their units. This time was supported by the AAG grant money, so it may not be possible.

The master schedule has been designed to provide a consistent vertical planning time for content area teachers to meet. Student improvement is monitored and instruction is modified as needed based on collaboration and sharing of best practices.

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

Accelerating the effectiveness of new teachers is a critical link to student success and one that relies on quality mentors. We will continue with our established Mentor/ Mentee program at Sebastian River Middle School. This program is run by Laurie Wykoff, with assistance from the Administrative Team.

Additional Strategies:
1. Attend College recruitment fairs
2. Participate in the District ACP programs for New Teachers
3. Utilize the districts application process which allows Administrators to review applications online
4. Continue to involve Department Chairs in the interview process to interview perspective teachers
5. Continue to share Best Practices through Departments
6. Instructional coaching of all teachers to implement Best Practices by Administrative Team

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

The mission for the Sebastian River School Mentor/Mentee Program is to provide a welcoming structured program of support for (not evaluation of) new teachers by offering training in on-going sessions/meetings throughout the year and helping new teachers be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to Sebastian River Middle School.) By working as a team with the group of new teachers as well as with individual teachers, we will achieve our goal.

Lead Mentors- Laurie Wykoff and Kasey Rompot
Works with all Mentees: Facilitates meetings and coordinates mentor/mentee program and facilitates mentees.
Planned activities: Monthly meetings with focuses based on the school schedule. (For example, procedures for school start, open house, assessments, conferencing, PM2, IPDP)

Mentors-
Mentors are chosen by content area, and they must have experience in education, a good attitude, and withitness.

They are paired with Mentees that may be in closer proximity to make meetings more effective and routine.

Peer Teachers
Laurie Young and Kasey Rompot
Mentor Teachers
Rosie Mesia Annmarie White
Carol Fontaine Ethan Kinkle

Marie A Joseph Mike Coffey
Michelle Myers Robert Crespo
Cassandra Adkins Lisa Rieck
Kenneth Brown Brad Wright
Sean Stinger Jackie Patsche

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.

Each Administrator is assigned to oversee subject area departments to ensure that instructional programs are aligned with Florida's standards. Additionally, our Department Chair and MYP Coaches are responsible for collaborating with administration and district staff to keep up with and communicate information. Teachers ensure materials are aligned to Florida's Standardsduring weekly common planning times. Teachers were also provided with an extra 30 minutes at the end of the school day, 3 to 3:30 for the purpose of planning and collaborating.
During these meetings the Department Chair, leadership team representative and team discuss specific standards. Teachers develop lessons to include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, teams use the FSA Standards, the Test Item Specification (courses tied to a state exam) and iCPalms as a resource. There are ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum. Our teachers participate in collaboration meetings with focused discuss around all subjects, including reading and writing in the content area which supports a deeper level of comprehension. These conversations and learning experiences promote dialogue, collegiality, and promote opportunities for growth in instructional practice, curriculum, and the standards.

Professional Development will be provided throughout the school year.

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.

Sebastian River Middle School has resources to support instruction (classroom libraries, grade level novels, texts to support units of study, leveled textbooks, Intel equipment, 1:1 technology, etc.).

This professional development focused on providing students multiple avenues for learning. Using a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs.

We administer assessments which measure how well students are performing on the assigned standards. Teachers utilize the assessment data to drive instruction for re-teaching, remediation, or whole class instruction modifications.

Data chats are conducted with teachers, and individual students in the classroom so they are aware of strengths and weaknesses for opportunities for improvement.

Students, both those in the General Education population and those students with Individual

Education Plans, who are performing in the lower quartile (Level 1; per benchmarks) are provided with additional supports within the classroom. Those students with I.E.P.s who progress to higher levels, as shown by the data, are still followed by those in the E.S.E. department (i.e. consult teacher, classroom teachers) to ensure their continued progress.

In order to make sure the students become effective self-advocates, those with I.E.P.s are instructed in how to use their accommodations during class time and assessment situations. Teachers in the E.S.E. Department have also volunteered their time during their planning periods to assist when needed during classroom testing and other assessments opportunities, as needed, so that the students will be able to effectively access and complete assessments successfully using those modifications/accommodations.

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: 3,480

The duration of the summer program is 3 weeks for students, equating to 58.5 hours of instruction. Of the SRMS students that regularly attended in the summer, 19 students (70%) demonstrated gains and 4 students (15%) did not. District ELL/ Migrant staff and school staff (administration and teachers) monitor student progress throughout the year as indicated below. Both the after school and summer program are supplemental programs. Therefore, the staff may not be consistent year to year or between after school and summer programs. .

Strategy Rationale

The relevance in doing both programs would be rationalized by what research says about the benefits of extended learning opportunities and providing academic assistance in the students' heritage language

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Idlette, Jody, jody.idlette@indianriverschools.org

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

Through the district's partnership with Performance Matters (PM2)/Unify. The district has implemented a comprehensive progress monitoring system and data warehouse. The progress monitoring system has created the internal capacity needed for data decision-making from the school/classroom. In addition, the data generated through PM2/unify; logs, student cum folders, and the district Migrant Priority report will document the services received by the Migrant Students. IAdditionally, teacher-created pre and post tests based on standardms/curriculum (math and reading) and teacher observation were used during the summer to monitor progress.

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.

Incoming students can take advantage of our Cowboy Camp. It is a program for 6th graders that is designed to foster a family atmosphere to help alleviate apprehension of students that are transitioning to a new learning environment. Students are able to experience Sebastian River Middle School routines such as opening a lock, reading a class schedule, learning about expectations through Sebastian River Middle's Positive Behavior Support program, and touring our campus. These activities provide cooperative learning activities.

Sixth graders also have an opportunity to participate in the "Awesome Agenda" program, and the GOALS (Getting Organized and Learning to Study) program.

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.

Guidance Counselors visit classrooms and go to the elementary schools at the end of each school year to present information on course selection, including academics and electives, for the following school year. School staff will meet with students and parents individually as requested to offer assistance on course selection or changes.

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

We have implemented a Career and Technical (CAPE) program at SRMS.

The IB framework utilized by teachers focuses on the whole student through inquiry based questioning and components, such as concepts, global contexts, ALT skills and the IB learner profiles. This helps them gain a global perspective to see what impact they will have on their future and on society. This also helps them understand that they are in charge of their success. Through the personal project and portfolio work, it helps them see their strengths and focus on that for future career aspirations.

We focus on Self-Esteem, Position Peer interaction, and Careers through our Lifeskills Program for all students. We are also pushing out the Naviance Student Portal this year, to help students track their progress towards graduation, and possibly college. Eighth grade Social Studies also focuses on career planning and choosing a career based on their skills of interest.

Our ESE Department has been using a transition program for students 13 and older, called Bridges. This program requries students to do an inventory to target their career goals and determine what they need to do in school and after to acheive those goals. It includes community and school activities. It is a part of their IEP.
Through Civics, students are working on "Project Citizen." This requires student groups to identify an area of need in the community and come up with an action plan to create change. This is allowing the students to take on real-life roles in our society and utilize skills that will help them become successful citizens.

The self-contained ESE classrooms are doing Community Based trips that help the class learn social skills and identify potential career goals and real-world success.

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

Computer Applications in Business 1 (#8200520) is offered in the first semester AND Computer Applications in Business 2 (#8200210) in the second semester, students are eligible to take the certification test at the end of each semester.

Business Keyboarding (#8200110) is also offered to sixth, seventh and eight graders as an elective.

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.

We offer honors and advanced curriculum in all four core academic subjects and work with parents and students who wish to accelerate by enrolling in Florida Virtual School classes. SRMS also offers Algebra, Geometry and Spanish, which are high school courses, students reaceive high school credit for passing the course and EOC, which counts for 30% of the grade.

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"Â? 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. If SRMS implements Goal #1, then we will be able increase ELA proficiency of students. Goal 1 ELA – To improve the overall reading proficiency of SRMS students from 42% to 51% Through the MYP framework, we plan to increase the ELA scores by 9% for the 2016-17 school year (or reaching safe harbor goals, if higher), specifically targeting low sub-group areas. We will ensure that students at or above will maintain or achieve higher as a result of best practices in instructional strategies.

G2. If SRMS implements Goal #2, then we will be able increase Science proficiency of students. Goal 2 Science– To improve the overall science proficiency of SRMS students from 45% to 50% Through the MYP Framework using standards based instruction in Science, we will improve 8th grade science FCAT scores by a total of 5% and LCA test scores by the end of the school year from the baseline class average to 60% for integrated science and 70% for advanced science classes.

G3. If SRMS implements Goal #3, then we will be able increase student proficiency in Social Studies. Goal 3- Utilizing the IB MYP Framework tied to standards based instruction, the Social Studies Department will improve on both the Social Studies LCA test scores and Civics EOC. Students scoring under 50% on their baseline test will increase by 15% at the mid-term and another 15% on the final assessment, and a 5% increase will be made by 7th graders on the Civics EOC.

G4. If SRMS implements Goal #4, then we will be able increase student proficiency in Math. Using the MYP framework while addressing the required standards, the math department will work to increase FSA Math scores of all students by 7% for the 16-17 school year (or reach safe harbor goals, if higher). We will ensure that students at or above will maintain or achieve higher as a result. We would like 100% of our students to pass the Geometry EOC and 95% of our students to pass the Algebra 1 EOC.

G5. If SRMS implements Goal #5, then we will be able increase student proficiency. Goal 5- Through the MYP framework and standards based instruction the Elective Department will support and embed Literacy to increased proficiency gains in reading striving for a 5% increase. Elective teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes.

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 SRMS implements Goal #1, then we will be able increase ELA proficiency of students. Goal 1 ELA – To improve the overall reading proficiency of SRMS students from 42% to 51% Through the MYP framework, we plan to increase the ELA scores by 9% for the 2016-17 school year (or reaching safe harbor goals, if higher), specifically targeting low sub-group areas. We will ensure that students at or above will maintain or achieve higher as a result of best practices in instructional strategies. 1a

G086574

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0

Targeted Barriers to Achieving the Goal 3

- Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- School Attendance Officer
- PBS program – “cowboy cash,” rewards, etc.
- PM2 Early Warning Indicators- Baseball Card View
- IB Unit Plans
- School-wide IB Implementation
- 1:1 Technology; Online and Digital Tools
- Unify Assessment & Test Item Bank

Plan to Monitor Progress Toward G1. 8

Cooperative Learning Activities and Project Based Learning Activities

Person Responsible
Twila Patten

Schedule
Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion
Observations (interactive discussion; acct. talk), Rubrics, Projects and Student Work Samples

Plan to Monitor Progress Toward G1. 8

Assessment & Data Analysis

Person Responsible
Twila Patten

Schedule
On 5/25/2017

Evidence of Completion
iReady, Unit Assessments, Baseline, Benchmarks, FSA and Unify Reports

G2. If SRMS implements Goal #2, then we will be able increase Science proficiency of students. Goal 2 Science– To improve the overall science proficiency of SRMS students from 45% to 50% Through the MYP Framework using standards based instruction in Science, we will improve 8th grade science FCAT scores by a total of 5% and LCA test scores by the end of the school year from the baseline class average to 60% for integrated science and 70% for advanced science classes. 1a

G086575

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of Time for Interdisciplinary Planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning time
- Textbook Resources
- Reading Department Chair SRMS
- Before and After School Tutoring

Plan to Monitor Progress Toward G2. 8

Review previous grade standards to prepare for 8th grade test.

Person Responsible
Robert Crespo

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

Evidence of Completion
Mini Reviews, Spiral Reviews, Student Work Samples

G3. If SRMS implements Goal #3, then we will be able increase student proficiency in Social Studies. Goal 3- Utilizing the IB MYP Framework tied to standards based instruction, the Social Studies Department will improve on both the Social Studies LCA test scores and Civics EOC. Students scoring under 50% on their baseline test will increase by 15% at the mid-term and another 15% on the final assessment, and a 5% increase will be made by 7th graders on the Civics EOC. 1a

G086576

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Needing training and teaching strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Textbook Resources
- Common Planning
- Reading Department Chair SRMS
- Homeroom
- After School Tutoring
- 1:1 and Online Resources

Plan to Monitor Progress Toward G3. 8

Test Format Includes Short and Extended Response Questions

Person Responsible
Kelly Ward

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

Evidence of Completion
Baseline, Unit Test, LCA's, and Finals

G4. If SRMS implements Goal #4, then we will be able increase student proficiency in Math. Using the MYP framework while addressing the required standards, the math department will work to increase FSA Math scores of all students by 7% for the 16-17 school year (or reach safe harbor goals, if higher). We will ensure that students at or above will maintain or achieve higher as a result. We would like 100% of our students to pass the Geometry EOC and 95% of our students to pass the Algebra 1 EOC. 1a

G086577

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
Geometry EOC Pass Rate	100.0
Algebra I EOC Pass Rate	95.0

Targeted Barriers to Achieving the Goal 3

- FSA training/ Unpacking the Math Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum adopted resources for 2015-2016
- Before, During (homeroom) and After-School Tutoring
- Units and Grasps Assessments
- Department/Grade Level Collaborative Planning Time
- CPALMS, FOCUS, Algebra Nation, Open-ed, and other FSA/web based resources.
- Algebra and Pre-Algebra Boot Camp
- Spiral Reviews

Plan to Monitor Progress Toward G4. 8

Math Department will analyze math data and make adjustments to content.

Person Responsible
Kim Auger

Schedule
Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion
Baseline, Benchmark tests for Progress Monitoring, Data chats and Data Monitoring Forms

G5. If SRMS implements Goal #5, then we will be able increase student proficiency. Goal 5- Through the MYP framework and standards based instruction the Elective Department will support and embed Literacy to increased proficiency gains in reading striving for a 5% increase. Elective teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes. 1a

G086578

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	47.0

Targeted Barriers to Achieving the Goal 3

- Communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning
- Textbooks, Reading & Writing Prompts
- Technology; Online sites for the tier one words; academic vocabulary
- 12 Power Words
- Media Specialist

Plan to Monitor Progress Toward G5. 8

Elective/ELA Department Meetings

Person Responsible
Ethan Kinkle

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

Evidence of Completion
Agendas, Resources, Student Work

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 SRMS implements Goal #1, then we will be able increase ELA proficiency of students. Goal 1 ELA – To improve the overall reading proficiency of SRMS students from 42% to 51% Through the MYP framework, we plan to increase the ELA scores by 9% for the 2016-17 school year (or reaching safe harbor goals, if higher), specifically targeting low sub-group areas. We will ensure that students at or above will maintain or achieve higher as a result of best practices in instructional strategies. 1

G086574

G1.B3 Student Engagement 2

B230053

G1.B3.S1 Using Collections Curriculum, Resources, and the MYP framework 4

S242716

Strategy Rationale

A more rigorous and compex text/grade level text; integration of skills within context.

Action Step 1 5

Utilize curriculum and resources (Collections and Inside)

Person Responsible

Twila Patten

Schedule

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

Evidence of Completion

Assessment results, classroom activities, benchmark tests, formative assessments

Action Step 2 5

Development of IB Unit Plans; Common Planning

Person Responsible

Twila Patten

Schedule

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

Evidence of Completion

Lesson planning, common boards, cite evidence

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Create and discuss lesson plans for new techniques, strategies to address the standards.

Person Responsible

Twila Patten

Schedule

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

Evidence of Completion

Units and Lesson plans will reflect new standards, curriculum, and engagement strategies

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Department analysis of assessments and student work samples

Person Responsible

Twila Patten

Schedule

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

Evidence of Completion

Work samples, Rubric grading, PM2, Unify, and FOCUS

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

PM2 and Unify Data Monitoring

Person Responsible

Twila Patten

Schedule

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

Evidence of Completion

Baseline, Benchmark Data Analysis Forms, IPDP progress

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Before, During (homeroom), and After School Tutoring

Person Responsible

Twila Patten

Schedule

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

Evidence of Completion

Re-teaching, remediation and usage of Homeroom, Formative Assessments, and Summative assessments

G2. If SRMS implements Goal #2, then we will be able increase Science proficiency of students. Goal 2 Science– To improve the overall science proficiency of SRMS students from 45% to 50% Through the MYP Framework using standards based instruction in Science, we will improve 8th grade science FCAT scores by a total of 5% and LCA test scores by the end of the school year from the baseline class average to 60% for integrated science and 70% for advanced science classes. 1

G086575

G2.B3 Lack of Time for Interdisciplinary Planning 2

B230057

G2.B3.S3 Developing common assessments 4

S242722

Strategy Rationale

Data is consistent

Action Step 1 5

The Science Department will increase student engagement through hands-on activities, review 6th, 7th, and 8th grade standards to prepare for 8th FCAT Science, Incorporate Literacy Standards, as well as, Create a question bank to monitor student progress.

Person Responsible

Robert Crespo

Schedule

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

Evidence of Completion

Attendance logs from meetings, creation of MYP-IB common assessments, and Data Analysis

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Question Bank

Person Responsible

Robert Crespo

Schedule

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

Evidence of Completion

Unify, Baseline, Benchmark, Data Monitoring Forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Incorporate literacy standards into science instruction.

Person Responsible

Robert Crespo

Schedule

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

Evidence of Completion

Student Samples, ISN Notebooks, etc.

G3. If SRMS implements Goal #3, then we will be able increase student proficiency in Social Studies. Goal 3- Utilizing the IB MYP Framework tied to standards based instruction, the Social Studies Department will improve on both the Social Studies LCA test scores and Civics EOC. Students scoring under 50% on their baseline test will increase by 15% at the mid-term and another 15% on the final assessment, and a 5% increase will be made by 7th graders on the Civics EOC. 1

G086576

G3.B4 Needing training and teaching strategies 2

B230064

G3.B4.S3 Developing Common Assessments 4

S242727

Strategy Rationale

Data is consistent, Data Driven Decisions for Instruction

Action Step 1 5

Create question bank; Create grade level baseline, midterm and final assessments; Incorporate test bank items with the International Baccalaureate Middle years model; and Analyzing data from assessments.
Literacy Strategies from Reading & Lang. Arts Chair, in addition to Literacy Coach.
Homeroom/After School Tutoring
Technology Integration (1:1 and Online Resources)

Person Responsible

Kelly Ward

Schedule

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

Evidence of Completion

Attendance logs from meetings, creation of MYP common assessments, and Data Analysis

Plan to Monitor Fidelity of Implementation of G3.B4.S3 6

Well Developed Units tied to Standards and Unify Question Bank

Person Responsible

Kelly Ward

Schedule

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

Evidence of Completion

Grade Level Unit Plans and Question Banks connected to FL Standards.

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 7

Ongoing Review of Assessments (ie- Baseline, Benchmark, Formative, LCA's)

Person Responsible

Kelly Ward

Schedule

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

Evidence of Completion

Completed baseline, Unit tests, midterm and final exams

G4. If SRMS implements Goal #4, then we will be able increase student proficiency in Math. Using the MYP framework while addressing the required standards, the math department will work to increase FSA Math scores of all students by 7% for the 16-17 school year (or reach safe harbor goals, if higher). We will ensure that students at or above will maintain or achieve higher as a result. We would like 100% of our students to pass the Geometry EOC and 95% of our students to pass the Algebra 1 EOC. 1

G086577

G4.B6 FSA training/ Unpacking the Math Standards 2

B230072

G4.B6.S2 Collaboration Time (Department and Grade Level) Utilize the MYP framework to develop units addressing the standards 4

S242731

Strategy Rationale

Increase Student Engagement
Design well developed lessons (tied to the standards, knowing content limits, visualizing where the standards fit with curriculum given, knowing when to supplement with outside resources, and building on the rigor using real-life application of the MYP framework we will be able to ensure gains in all students).

Action Step 1 5

The Math Department will create and utilize spiral reviews, and work collaboratively during weekly department meetings to address standards using the MYP Framework. Create lessons/activities that will increase student engagement.

Person Responsible

Kim Auger

Schedule

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

Evidence of Completion

Agendas, artifacts, analyzing student work

Plan to Monitor Fidelity of Implementation of G4.B6.S2 6

The Math Department will create Spiral Reviews that will help students meet the standards.

Person Responsible

Kim Auger

Schedule

Every 6 Weeks, from 8/10/2016 to 5/25/2017

Evidence of Completion

Student performance on the spiral reviews and benchmark test, Unify

Plan to Monitor Effectiveness of Implementation of G4.B6.S2 7

Increase in Student Engagement ; Creation and Implementation of Unit plans (break down the standards and their content limits)

Person Responsible

Kim Auger

Schedule

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

Evidence of Completion

Benchmark data, Unit Assessments, Unify and FSA testing results

G5. If SRMS implements Goal #5, then we will be able increase student proficiency. Goal 5- Through the MYP framework and standards based instruction the Elective Department will support and embed Literacy to increased proficiency gains in reading striving for a 5% increase. Elective teachers will intentionally plan to deliver effective teaching strategies aligned to standards to achieve desired student outcomes. 1

G086578

G5.B2 Communication 2

B230075

G5.B2.S1 The Elective Department will support the Literacy Standards. 4

S242732

Strategy Rationale

Teachers will deliberately plan to incorporate a POWER WORD each week into their daily activities through bell work. reflections, exit tickets, and class discussions.

Action Step 1 5

Elective teachers will create activities to support the Literacy standards.
PE: 2-3 Paragraph writing responses based on their unit. They have already had students complete a writing prompt on the bullying material they have covered thus far.

Computers: Ongoing electronic journals documenting materials discussed in class. Additionally, articles on technology/keyboarding are being read/discussed/writing prompted.

Band: Reading and writing prompts on their unit's music. Additionally, music review sheets spelling out note names (music theory) to complete a story.

Art: Textbook usage and reading and writing of complex texts for every unit.

Language: Cultural articles and questions based around the current unit.

Choir: Students will have a reflection journal where the write and assess their skills weekly based off a rubric using choir/music vocabulary terms.

Library: Pulling of literature selections based on select disciplines.

Person Responsible

Ethan Kinkle

Schedule

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

Evidence of Completion

Agendas, Lesson Plans, Units, Student work samples

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Elective teachers will monitor the reading benchmarks for student gains in proficiency throughout the school year.

Person Responsible

Ethan Kinkle

Schedule

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

Evidence of Completion

Benchmark, Unify, Data Monitoring Forms

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Elective teachers will collaborate and plan

Person Responsible

Ethan Kinkle

Schedule

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

Evidence of Completion

Agendas and Artifacts

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 M324689	Cooperative Learning Activities and Project Based Learning Activities	Patten, Twila	8/10/2016	Observations (interactive discussion; acct. talk), Rubrics, Projects and Student Work Samples	5/25/2017 daily
G1.MA2 M324690	Assessment & Data Analysis	Patten, Twila	8/10/2016	iReady, Unit Assessments, Baseline, Benchmarks, FSA and Unify Reports	5/25/2017 one-time
G2.MA1 M324697	Review previous grade standards to prepare for 8th grade test.	Crespo, Robert	8/10/2016	Mini Reviews, Spiral Reviews, Student Work Samples	5/25/2017 monthly
G3.MA1 M324706	Test Format Includes Short and Extended Response Questions	Ward, Kelly	8/10/2016	Baseline, Unit Test, LCA's, and Finals	5/25/2017 monthly
G4.MA1 M324713	Math Department will analyze math data and make adjustments to content.	Auger, Kim	8/10/2016	Baseline, Benchmark tests for Progress Monitoring, Data chats and Data Monitoring Forms	5/25/2017 weekly
G5.MA1 M324718	Elective/ELA Department Meetings	Kinkle, Ethan	8/10/2016	Agendas, Resources, Student Work	5/25/2017 quarterly
G1.B3.S1.MA1 M324685	PM2 and Unify Data Monitoring	Patten, Twila	8/10/2016	Baseline, Benchmark Data Analysis Forms, IPDP progress	5/25/2017 monthly
G1.B3.S1.MA4 M324686	Before, During (homeroom), and After School Tutoring	Patten, Twila	8/10/2016	Re-teaching, remediation and usage of Homeroom, Formative Assessments, and Summative assessments	5/25/2017 weekly
G1.B3.S1.MA1 M324687	Create and discuss lesson plans for new techniques, strategies to address the standards.	Patten, Twila	8/10/2016	Units and Lesson plans will reflect new standards, curriculum, and engagement strategies	5/25/2017 weekly
G1.B3.S1.MA3 M324688	Department analysis of assessments and student work samples	Patten, Twila	8/10/2016	Work samples, Rubric grading, PM2, Unify, and FOCUS	5/25/2017 monthly
G1.B3.S1.A1 A314110	Utilize curriculum and resources (Collections and Inside)	Patten, Twila	8/10/2016	Assessment results, classroom activities, benchmark tests, formative assessments	5/25/2017 daily
G1.B3.S1.A2 A314111	Development of IB Unit Plans; Common Planning	Patten, Twila	8/10/2016	Lesson planning, common boards, cite evidence	5/25/2017 weekly
G5.B2.S1.MA1 M324714	Elective teachers will collaborate and plan	Kinkle, Ethan	8/10/2016	Agendas and Artifacts	5/25/2017 weekly
G5.B2.S1.MA1 M324715	Elective teachers will monitor the reading benchmarks for student gains in proficiency throughout...	Kinkle, Ethan	8/10/2016	Benchmark, Unify, Data Monitoring Forms	5/25/2017 quarterly
G5.B2.S1.A1 A314122	Elective teachers will create activities to support the Literacy standards. PE: 2-3 Paragraph...	Kinkle, Ethan	8/10/2016	Agendas, Lesson Plans, Units, Student work samples	5/25/2017 daily
G4.B6.S2.MA1 M324711	Increase in Student Engagement ; Creation and Implementation of Unit plans (break down the...	Auger, Kim	8/10/2016	Benchmark data, Unit Assessments, Unify and FSA testing results	5/25/2017 monthly
G4.B6.S2.MA1 M324712	The Math Department will create Spiral Reviews that will help students meet the standards.	Auger, Kim	8/10/2016	Student performance on the spiral reviews and benchmark test, Unify	5/25/2017 every-6-weeks
G4.B6.S2.A1 A314121	The Math Department will create and utilize spiral reviews, and work collaboratively during weekly...	Auger, Kim	8/10/2016	Agendas, artifacts, analyzing student work	5/25/2017 weekly
G2.B3.S3.MA1 M324695	Incorporate literacy standards into science instruction.	Crespo, Robert	8/10/2016	Student Samples, ISN Notebooks, etc.	5/25/2017 weekly
G2.B3.S3.MA1 M324696	Question Bank	Crespo, Robert	8/10/2016	Unify, Baseline, Benchmark, Data Monitoring Forms	5/25/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S3.A1 A314115	The Science Department will increase student engagement through hands-on activities, review 6th,...	Crespo, Robert	8/10/2016	Attendance logs from meetings, creation of MYP-IB common assessments, and Data Analysis	5/25/2017 quarterly
G3.B4.S3.MA1 M324704	Ongoing Review of Assessments (ie-Baseline, Benchmark, Formative, LCA's)	Ward, Kelly	8/10/2016	Completed baseline, Unit tests, midterm and final exams	5/25/2017 quarterly
G3.B4.S3.MA1 M324705	Well Developed Units tied to Standards and Unify Question Bank	Ward, Kelly	8/10/2016	Grade Level Unit Plans and Question Banks connected to FL Standards.	5/25/2017 quarterly
G3.B4.S3.A1 A314118	Create question bank; Create grade level baseline, midterm and final assessments; Incorporate test...	Ward, Kelly	8/10/2016	Attendance logs from meetings, creation of MYP common assessments, and Data Analysis	5/25/2017 quarterly

V. Professional Development Opportunities

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

G1. If SRMS implements Goal #1, then we will be able increase ELA proficiency of students. Goal 1 ELA – To improve the overall reading proficiency of SRMS students from 42% to 51% Through the MYP framework, we plan to increase the ELA scores by 9% for the 2016-17 school year (or reaching safe harbor goals, if higher), specifically targeting low sub-group areas. We will ensure that students at or above will maintain or achieve higher as a result of best practices in instructional strategies.

G1.B3 Student Engagement

G1.B3.S1 Using Collections Curriculum, Resources, and the MYP framework

PD Opportunity 1

Utilize curriculum and resources (Collections and Inside)

Facilitator

District Literacy Coach, Department Chairs, MYP Coach

Participants

Reading teachers and content area teachers

Schedule

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

PD Opportunity 2

Development of IB Unit Plans; Common Planning

Facilitator

Facilitator: IB Coordinator Sturgeon and MYP Coach Taflinger

Participants

ELA Department

Schedule

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

G2. If SRMS implements Goal #2, then we will be able increase Science proficiency of students. Goal 2 Science– To improve the overall science proficiency of SRMS students from 45% to 50% Through the MYP Framework using standards based instruction in Science, we will improve 8th grade science FCAT scores by a total of 5% and LCA test scores by the end of the school year from the baseline class average to 60% for integrated science and 70% for advanced science classes.

G2.B3 Lack of Time for Interdisciplinary Planning

G2.B3.S3 Developing common assessments

PD Opportunity 1

The Science Department will increase student engagement through hands-on activities, review 6th, 7th, and 8th grade standards to prepare for 8th FCAT Science, Incorporate Literacy Standards, as well as, Create a question bank to monitor student progress.

Facilitator

Ms. Schultz- Dept. Chair, Mr. Crespo- MYP-IB Coach for Science, Mr. Sturgeon-IB Coordinator

Participants

SRMS Science Department

Schedule

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

G3. If SRMS implements Goal #3, then we will be able increase student proficiency in Social Studies. Goal 3- Utilizing the IB MYP Framework tied to standards based instruction, the Social Studies Department will improve on both the Social Studies LCA test scores and Civics EOC. Students scoring under 50% on their baseline test will increase by 15% at the mid-term and another 15% on the final assessment, and a 5% increase will be made by 7th graders on the Civics EOC.

G3.B4 Needing training and teaching strategies

G3.B4.S3 Developing Common Assessments

PD Opportunity 1

Create question bank; Create grade level baseline, midterm and final assessments; Incorporate test bank items with the International Baccalaureate Middle years model; and Analyzing data from assessments. Literacy Strategies from Reading & Lang. Arts Chair, in addition to Literacy Coach. Homeroom/After School Tutoring Technology Integration (1:1 and Online Resources)

Facilitator

Hodge, Sturgeon

Participants

SRMS Social Studies Department

Schedule

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

G4. If SRMS implements Goal #4, then we will be able increase student proficiency in Math. Using the MYP framework while addressing the required standards, the math department will work to increase FSA Math scores of all students by 7% for the 16-17 school year (or reach safe harbor goals, if higher). We will ensure that students at or above will maintain or achieve higher as a result. We would like 100% of our students to pass the Geometry EOC and 95% of our students to pass the Algebra 1 EOC.

G4.B6 FSA training/ Unpacking the Math Standards

G4.B6.S2 Collaboration Time (Department and Grade Level) Utilize the MYP framework to develop units addressing the standards

PD Opportunity 1

The Math Department will create and utilize spiral reviews, and work collaboratively during weekly department meetings to address standards using the MYP Framework. Create lessons/activities that will increase student engagement.

Facilitator

Mrs. Auger (Math Department Chair) Ms. Rieck (MYP content area coach) Mr. Sturgeon (IB Coordinator)

Participants

Math Department

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	**G1.B3.S1.A1**	**Utilize curriculum and resources (Collections and Inside)**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Sebastian River Middle School	General Fund		$10,000.00
			Notes: After School Tutoring			
2	**G1.B3.S1.A2**	**Development of IB Unit Plans; Common Planning**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Sebastian River Middle School			$15,000.00
			Notes: Supplements - Department Chairs, MYP Coaches			
3	**G2.B3.S3.A1**	**The Science Department will increase student engagement through hands-on activities, review 6th, 7th, and 8th grade standards to prepare for 8th FCAT Science, Incorporate Literacy Standards, as well as, Create a question bank to monitor student progress.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Sebastian River Middle School			$2,500.00
			Notes: Science Equipment and Supplies			
4	**G3.B4.S3.A1**	**Create question bank; Create grade level baseline, midterm and final assessments; Incorporate test bank items with the International Baccalaureate Middle years model; and Analyzing data from assessments. Literacy Strategies from Reading & Lang. Arts Chair, in addition to Literacy Coach. Homeroom/After School Tutoring Technology Integration (1:1 and Online Resources)**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Sebastian River Middle School			$0.00
5	**G4.B6.S2.A1**	**The Math Department will create and utilize spiral reviews, and work collaboratively during weekly department meetings to address standards using the MYP Framework. Create lessons/activities that will increase student engagement.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Sebastian River Middle School			$0.00

6	**G5.B2.S1.A1**	**Elective teachers will create activities to support the Literacy standards. PE: 2-3 Paragraph writing responses based on their unit. They have already had students complete a writing prompt on the bullying material they have covered thus far. Computers: Ongoing electronic journals documenting materials discussed in class. Additionally, articles on technology/keyboarding are being read/discussed/writing prompted. Band: Reading and writing prompts on their unit's music. Additionally, music review sheets spelling out note names (music theory) to complete a story. Art: Textbook usage and reading and writing of complex texts for every unit. Language: Cultural articles and questions based around the current unit. Choir: Students will have a reflection journal where the write and assess their skills weekly based off a rubric using choir/music vocabulary terms. Library: Pulling of literature selections based on select disciplines.**					**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Sebastian River Middle School	General Fund		$0.00
					Total:	**$27,500.00**