

Wakulla County Schools

Riversprings Middle School



2016-17 Schoolwide Improvement Plan

Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

<https://rms.wakullaschooldistrict.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 | 47% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 17% |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 Riversprings Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | 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.

RMS shares the District's Purpose, which is, "A rigorous and appropriate education that results in success for all students."

b. Provide the school's vision statement.

RMS shares the District's Direction, which is, "COMMITTED TO SUCCESS for students, teachers, staff and our school system."

2. School Environment

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

Riversprings Middle School is especially proud of the family-like culture we have created amongst our students, faculty, and staff. We all work together to support our goal of a rigorous yet equitable education for all students. We use AVID strategies throughout as one way to accomplish this; every student has a binder, and uses Cornell notes and other AVID strategies, and there is a common language used throughout classes. AVID includes teaching organizational skills and building skills for college and career readiness so that students have life skills needed to be successful. Another way this culture is created is through the use of a Teacher Advisory Period (TAP) and AVID "adopted parents" to ensure that students have at least one faculty member that is an advocate for them. Our AVID binder can show you many examples of AVID strategies in action, but simply observing teacher and students will give you an indication of how close-knit our school is.

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

Riversprings Middle School has cameras school-wide. Students are aware of these cameras, and because the cameras have been utilized in discipline incidents in the past, students feel as though the cameras will increase safety on campus. We also have a resource officer on campus during school hours that walks the halls and communicates with the students on a regular basis. The resource officer also attends after school extracurricular activities to ensure student safety. Once a year, a cyber safety seminar is held for all students to educate students about the dangers and avenues for help if students ever feel they are a victim of a cyber crime. Teachers and staff members work hard to create rapport with students so that they feel respected. Discipline is disseminated on a consistent basis so that students do not feel that some students are favored over others. Student organizations such as Student Council and SWAT are student-led and allow students to have input into some of the governance and events of the school year. Still other organizations like Fellowship of Christian Athletes are completely student-sponsored and controlled, and allow students to express their opinions and beliefs with like-minded individuals on our campus.

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.

Riversprings Middle School has established clear behavioral expectations with our students, faculty and staff. The school follows the "Five Golden Rules." TAP teachers have made the five golden rules clear to students. The assistant principal has clear expectations for when and how disciplinary incidents come to him, and he has instructed the faculty in these expectations during our professional learning community meetings.

RMS also offers rigorous classes for students, which helps to minimize down time and cuts down on disciplinary incidents. AVID strategies are incorporated in the classroom school wide to keep students engaged in the lesson. We use AVID strategies in all classes. This includes requiring students to be organized through the use of a binder, using Cornell notes in class to guide students in good note-taking, using Costa's levels of questioning to make sure we are asking higher-order questions, and using graphic organizers to ensure that students can sort and make sense of the material they are learning. Students at all levels have access to rigorous, advanced level courses and high school courses that will challenge them.

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.

Students are given the opportunity to come to our student services office for counseling purposes if they feel the need. Riversprings Middle School has counselors come in from nearby university Florida State University to assist with counseling needs. There are support groups available for students who may be dealing with a parent being incarcerated, a death or terminal illness and/or having severe medical difficulties. We also have volunteers who are able to serve as mentors to students who need the guidance of a mentor. Students have the opportunity to sign up for support for New Horizons, a counseling program made available to our school during all school hours. New Horizons is a substance abuse prevention program that also serves to assist students in learning to make good choices and promotes positive self-esteem. As mentioned before, each student on campus has an adult advocate in their TAP teacher, and AVID students also have their adoptive parent that they can seek out as well if they have a social or emotional need.

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.

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

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

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 | 31 | 0 | 0 | 0 | 0 | 93 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 5 | 0 | 0 | 0 | 0 | 17 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 17 | 27 | 0 | 0 | 0 | 0 | 47 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 48 | 53 | 0 | 0 | 0 | 0 | 132 |

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 | 9 | 23 | 28 | 0 | 0 | 0 | 0 | 60 |

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

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

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

Riversprings Middle School works towards developing positive relationships with parents and other family members to increase involvement at our school. RMS provides updated information on FOCUS so parents have their child's grades readily available. Teachers make parent/guardian contact via telephone or email regarding behavior and grades to keep them informed on their child's progress. We host several events each year, including Family Fun Day, AVID Induction, and various banquets and award ceremonies that parents are encouraged to attend.

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

The school establishes business partners with the local community by inviting them to be guest speakers as well as incorporating them as a part of Family Fun Day and other extracurricular activities. The Supervisor of Elections for Wakulla County helps students vote for Student Council Officers. Many local businesses support RMS through donations of funds and prizes for student achievement.

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 |
|-------------------|------------------------|
| Falk, Michele | Principal |
| Smith, Shannon | Assistant Principal |
| Hume, Laura | Teacher, K-12 |
| Thaxton, Jennifer | Instructional Media |
| Ward, Stan | Administrative Support |
| Weaver, Nick | Administrative Support |

b. Duties

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

Principal Michele Yeomans and Assistant Principal Shannon Smith both encourage school-wide literacy on a daily basis. Several times a day, Mrs. Yeomans and Mr. Smith have students in their offices reading to increase their word count or help them discover authors or a book series that is of interest to the students. They each have a personal library from which they loan out books to students. Each administrator checks on the grades and word counts of students on a weekly basis. Each administrator walks the hallways of the school frequently, stopping in classrooms as well as the media center to stop and interact with students and teachers. As a former math teacher, Mr. Smith also spends time tutoring students in math as needed.

Mrs. Hume works with the Odyssey of the Mind team in addition to being a classroom math and science teacher. She encourages students to think outside the box, and is a model teacher for Kagan strategies at RMS. She collaborates with team teachers at both the sixth and seventh grade levels, as well as throughout the school to model strategies and plan science lessons.

Mrs. Thaxton provides teachers with reading strategies and reading enhancement opportunities to help with student comprehension. As both a librarian and teacher, she encourages reading across grade levels and curriculum areas and helps students find appropriate books that are both challenging and enjoyable. She collaborates with teachers on a daily basis to help with reading lesson planning.

Mr. Ward and Mr. Weaver interact with students through the Student Services office. They are responsible for collaborating with teachers concerning test scores and standardized and district testing, and they work with credit recovery students. Mr. Ward also teaches an AVID elect class.

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 meets during end of the school year and the summer to design the master school schedule. The master schedule is designed to meet the needs of all students, offering the maximum number of high school credit classes available while at the same time making sure to offer remediation to all students that are in need of it. Certification and expertise are closely examined in order to match personnel with all classes needed for the school year. Throughout the school year, the SLT collaborates with teachers to find the best resources for each student's individual educational needs. School staff are assigned to keep an inventory of resources, and data collection is used to determine the effectiveness of resources used throughout the year.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------------|-------------------|
| Michele Yeomans | Principal |
| Adrienne (Austin) Byrd | Teacher |
| Jonele (Bird) Hecsenberger | Teacher |
| Frances Knight | Teacher |
| Scott Rossow | Teacher |
| Trey Thaxton | Teacher |
| Beth Piotrowski | Parent |
| Jim Posey | Parent |
| Pam Posey | Parent |
| Lisa Watson | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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 |
|----------------------|---------------------|
| Falk, Michele | Principal |
| Brooks, Terri | Teacher, K-12 |
| Butler, Amanda | Teacher, K-12 |
| Hecsenberger, Jonele | Teacher, K-12 |
| Hume, Laura | Teacher, K-12 |
| McCormick, Charlotte | Teacher, K-12 |
| Smith, Marian | Teacher, K-12 |
| Taylor, William | Teacher, K-12 |
| Yarborough, Jessica | Teacher, K-12 |
| Kauffman, Alex | Instructional Coach |
| Thaxton, Jennifer | Instructional Media |

b. Duties

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

The LLT members participate in the FAIR Administration, which is done by all reading teachers throughout the school. LLT members also closely monitor students in the lower quartile in reading to make sure they are making progress in reading comprehension.

Mrs. Thaxton and other reading teachers keep a close eye on Accelerated Reader tests being taken and encourage students to take many tests throughout the year. In reading, students are held accountable for making a minimum word count periodically throughout the grading period. RMS students are also encouraged to read any 15 of the RMS Reads books in the course of a year. Those students are then rewarded with an end of the year trip. AVID strategies are used school-wide to increase student reading comprehension and organizational skills.

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.

Weekly Professional Learning Community (PLC) meetings are in place to encourage teachers to collaborate within grade levels as well as across curriculum areas. Within grade levels, teachers have chosen specific days to meet during lunch to plan lessons that correlate with future modules or curriculum. Team building activities throughout the year for faculty and staff members promote a teamwork culture. Administrators have worked to create an atmosphere where the focus is on the strategies not the individual teacher, and so teachers do not feel the need to compete with one another but rather work together for the benefit of the students.

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

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

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

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

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.

The District adopts programs from a state adopted instructional materials list that are aligned with the Florida Standards. Committees of subject area teachers meet to review materials to ensure that they align with the Florida Standards. School employees are provided with and are required to follow the District-created curriculum guide.

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.

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

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

Strategy: After School Program

Minutes added to school year: 2,100

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

Strategy Rationale

Provide additional instruction and assistance on core subjects.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wells, Jessica, jessica.wells@wcsb.us

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

Florida Standards Assessment and EOC results

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.

RMS allows opportunities for the guidance counselors from Wakulla High School to provide an orientation and parent night for current eighth grade students that will provide information and/or advice about transitioning to the high school. Eighth grade students receive a curriculum guide from WHS, a tour of some elective classes available at WHS, and an explanation of what courses they need for graduation. Students have the opportunity to ask the eighth grade and TAP teachers for assistance in filling out their course request forms.

RMS provides a parent night for those parents whose children will attend middle school the following year. Upcoming sixth grade orientation allows fifth graders to visit our school and receive academic and other necessary information for making the transitional period easier for the students. Sixth grade teachers and Student Services meet with fifth grade teachers at each elementary school to find out information about each incoming class of fifth grade students.

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.

Students in eighth grade are asked to take an interest survey during the last grading period of their language arts class. This survey is designed to help students identify possible careers that might interest them. Also, as part of the Unified Arts (UA) rotation for sixth grade students, as well as one of the elective opportunities for seventh and eighth grade students, RMS offers Personal, Career and School Developmental Skills 1, 2, and 3. This class, in part, assists students with researching and identifying possible career choices.

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

In addition to Personal, Career and School Developmental Skills 1, 2, and 3, RMS offers Digital Information Technology. In Digital Information Technology, students can earn Industry Certification in Microsoft Office programs.

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

The career interest survey given to eighth grade students has been integrated into eighth grade language arts classes. This allows eighth grade teachers to complete a unit of study on various career-related writing assignments, such as cover letters and resumes, interview questions and protocol, and application essay questions.

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.

Not applicable to the middle school.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase communication with parents as evidenced by a higher positive rating on the district parent survey.
- G2.** Increase the percentage of students in the lower quartile in math who make learning gains by 2%.
- G3.** Increase the percentage of students in the lower quartile in ELA who make learning gains by 2%.
- G4.** Increase student perception of ownership and respect as evidenced by a higher positive rating on the district student survey.

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. Increase communication with parents as evidenced by a higher positive rating on the district parent survey. 1a

G086995

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| School Climate Survey - Parent | 15.0 |

Targeted Barriers to Achieving the Goal 3

- Information is not getting home to students through traditional methods (papers handed to students to carry home.)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Email is being utilized with greater frequency. A drive to gather parent email addresses was completed during open house.
- In addition to our annual Open House, we planned a Parent Education night this year for a few weeks after school started to inform parents of major programs associated with our school such as AVID, FOCUS, online textbooks, and our website.

Plan to Monitor Progress Toward G1. 8

The number of emails that are undeliverable will be counted each time a message is sent to all parents.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

The number of undeliverable emails should decrease as the year progresses.

Plan to Monitor Progress Toward G1. 8

The number of teachers using the Remind app this year will be counted.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

The number of teachers using the Remind app this year should be greater than last year.

G2. Increase the percentage of students in the lower quartile in math who make learning gains by 2%. 1a

G086996

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 53.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers need to find resources specifically tailored to meet the needs of the students in the lower quartile.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Khan academy, textbook ancillary materials

Plan to Monitor Progress Toward G2. 8

Observations and Week-at-a-Glance for teachers using AVID strategies and resources aligned to their students' areas of need.

Person Responsible

Michele Falk

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Observation form, evaluation form, WAAG form

Plan to Monitor Progress Toward G2. 8

Teachers will use computerized adaptive math programs for math instruction for students in the lower quartile.

Person Responsible

Nick Weaver

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Computer sign-up sheets will be monitored to ensure that teachers have signed up for computer lab time with their math classes.

G3. Increase the percentage of students in the lower quartile in ELA who make learning gains by 2%. 1a

G086997

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack reading skills and the ability to produce an adequate summary on Cornell notes.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Cornell Notes and other AVID strategies used will increase reading comprehension by providing students opportunities to engage in WICOR and other various study skills.

Person Responsible

Kelly Dykes

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Students' work samples from teacher's AVID folders.

G4. Increase student perception of ownership and respect as evidenced by a higher positive rating on the district student survey. 1a

G086998

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------|---------------|
| School Climate Survey - Student | 15.0 |

Targeted Barriers to Achieving the Goal 3

- Students do not feel that the school considers students' opinions when planning ways to improve the school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- TAP teachers

Plan to Monitor Progress Toward G4. 8

TAP teachers will provide a known advocate for every student on campus.

Person Responsible

Michele Falk

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase communication with parents as evidenced by a higher positive rating on the district parent survey.

1

G086995

G1.B1 Information is not getting home to students through traditional methods (papers handed to students to carry home.) 2

B231273

G1.B1.S1 Increase number of correct, working parent emails in FOCUS. 4

S243993

Strategy Rationale

Sending information through email instead of by paper ensures parents receive the information.

Action Step 1 5

Mrs. Yeomans will facilitate a plan to collect parent emails at Open House.

Person Responsible

Michele Falk

Schedule

On 8/9/2016

Evidence of Completion

Successful completion of the plan will result in collection of email addresses from at least 50% of parents.

Action Step 2 5

Data entry personnel will enter all emails into FOCUS

Person Responsible

Stan Ward

Schedule

Daily, from 8/9/2016 to 9/9/2016

Evidence of Completion

Successful completion of the plan will result in a reduced number of undeliverable emails.

Action Step 3 5

Newsletters will be sent to parents by email on the day of report card distribution.

Person Responsible

Schedule

Quarterly, from 10/21/2016 to 5/26/2017

Evidence of Completion

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

After the first semester, compare the number of undeliverable emails to the number at the beginning of the year.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/11/2016 to 1/13/2017

Evidence of Completion

Determine and increase or decrease in the percentages of working emails in FOCUS based on the data collected.

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

Continue to examine the number of undeliverable emails to ensure the number is decreasing.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Data collected from FOCUS and email.

G1.B1.S2 Increase the number of teachers using the Remind app to communicate with parents. 4

S243994

Strategy Rationale

The Remind app allows short messages to be sent directly to parents at the convenience of the parents.

Action Step 1 5

Teachers will be given brief instructions on how to sign up for and use Remind app.

Person Responsible

Terri Brooks

Schedule

On 8/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Count the number of teachers using the Remind app this year.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

The number of teachers using the Remind app this year should be greater than the number of teachers using the Remind app last year.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Count the number of teachers using the Remind app this year.

Person Responsible

Jennifer Thaxton


Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

The number of teachers using the Remind app this year should be greater than last year.

G1.B1.S3 Host Parent Night 4

 S243995

Strategy Rationale

Hosting a Parent Night after the start of school will allow RMS to open lines of communication with parents at the beginning of the year.

Action Step 1 5

Host Parent Night

Person Responsible

Michele Falk

Schedule

On 8/25/2016

Evidence of Completion

Parent attendance at Parent Night; parents will be emailed a link to a survey.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Host Parent Night

Person Responsible

Michele Falk

Schedule

On 8/25/2016

Evidence of Completion

Parents will come to Parent Night.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

After Parent Night, a survey will be set up and a link will be emailed to parents.

Person Responsible

Jennifer Thaxton

Schedule

Daily, from 8/26/2016 to 5/26/2017

Evidence of Completion

Parent responses to the survey will be collected and analyzed to improve RMS parent communication and future activities such as future Parent Nights.

G2. Increase the percentage of students in the lower quartile in math who make learning gains by 2%. 1

G086996

G2.B1 Teachers need to find resources specifically tailored to meet the needs of the students in the lower quartile. 2

B231274

G2.B1.S1 Teachers will identify the specific students in the lower quartile assigned to them. 4

S243996

Strategy Rationale

Teachers can view FSA scores and STAR math scores to identify weak areas to match with students with resources.

Action Step 1 5

Teachers will identify the specific students in the lower quartile assigned to them during a Professional Development Day.

Person Responsible

Stan Ward

Schedule

On 8/9/2016

Evidence of Completion

Teachers will turn in their list to Mr. Ward.

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

After identifying students in the lower quartile, teachers will identify specific areas of weakness.

Person Responsible

Stan Ward

Schedule

On 9/14/2016

Evidence of Completion

Papers turned in to Stan Ward.

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

Observations of teachers using AVID strategies and resources aligned to their students' areas of need.

Person Responsible

Michele Falk

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Anecdotal notes taken from an Administrator during their observation and samples of students' work that show alignment to specific areas of weakness.

G2.B1.S2 Teachers instructing math students who scored a level 1 or level 2 will use Khan Academy or a similar adaptive program as a part of their instruction. 4

 S243997

Strategy Rationale

The adaptive nature of programs such as Khan academy meets students at their current level and allows for instant feedback and tracking.

Action Step 1 5

Teachers will use computerized adaptive math programs periodically

Person Responsible

Nick Weaver

Schedule

Biweekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Computer lab sign up sheets administrated by Mr. Weaver will show that teachers have signed up for the computer labs with their math classes.

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

Teachers will use computerized adaptive math programs for math instruction for students in the lower quartile.

Person Responsible

Nick Weaver

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Computer sign-up sheets will show that teachers have signed up for computer lab time with their math classes.

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

Teachers will use computerized adaptive math programs for math instruction for students in the lower quartile.

Person Responsible

Nick Weaver

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Computer sign-up sheets will be monitored to ensure that teachers have signed up for computer lab time with their math classes.

G3. Increase the percentage of students in the lower quartile in ELA who make learning gains by 2%. 1

G086997

G3.B1 Students lack reading skills and the ability to produce an adequate summary on Cornell notes. 2

B231275

G3.B1.S1 Incorporate Cornell Notes school-wide. Cornell Notes is one WICOR strategy and is part of the AVID program used by RMS. 4

S243998

Strategy Rationale

The use of Cornell Notes allows students to learn how to study correctly.

Action Step 1 5

Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase the rigor in the classroom. 100% of faculty should be trained on implementing WICOR in the classroom with fidelity through strategies used from AVID Summer Institute. Cornell Notes is one WICOR strategy.

Person Responsible

Kelly Dykes

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Collected student samples from teacher's AVID folders.

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

Week at a Glance sheets completed outside of teachers' doors to display the Cornell Notes, as well as other AVID strategies, being used within classes to assist with reading comprehension.

Person Responsible

Stan Ward

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Week at a Glance sheets are collected and turned into Mr. Ward for documentation.

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

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

Person Responsible

Kelly Dykes

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

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

G3.B1.S2 Using Teengagement in ELA classes. 4

 S243999

Strategy Rationale

Teengagement provides rigorous nonfiction reading assignments as well as writing assignments to prepare students for the material on the ELA assessment.

Action Step 1 5

ELA teachers will be trained in using Teengagement materials and Teengagement materials will be used in ELA classrooms once each nine weeks.

Person Responsible

Alex Kauffman

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

The materials will be provided to the teachers by the district for use in their classrooms. Evidence will also be evident in gradebook grades from the Teengagement materials.

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

Teengagement materials will be used in ELA classrooms once each nine weeks.

Person Responsible

Alex Kauffman

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

The materials will be provided to the teachers by the district for use in their classrooms. Evidence will also be evident in gradebook grades from the Teengagement materials.

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

Student Teengagement work will be collected and similar assignments will be incorporated to test the increased knowledge of the material.

Person Responsible

Alex Kauffman

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

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

G4. Increase student perception of ownership and respect as evidenced by a higher positive rating on the district student survey. 1

G086998

G4.B1 Students do not feel that the school considers students' opinions when planning ways to improve the school. 2

B231276

G4.B1.S1 TAP teachers will provide a known advocate for every student on campus. 4

S244000

Strategy Rationale

Students will be able to voice concerns to the TAP teacher, and will feel as though their concerns and ideas are being heard.

Action Step 1 5

TAP teachers will provide a known advocate for every student on campus.

Person Responsible

Michele Falk

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Daily attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

TAP teachers will provide a known advocate for every student on campus.

Person Responsible

Michele Falk

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will share ideas for TAP at PLC meetings.

Person Responsible

Michele Falk

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey.

G4.B1.S2 TAP teachers will conduct team-building activities periodically throughout the year. 4

 S244001

Strategy Rationale

Students will feel involved in the school and will feel as though they are part of a group.

Action Step 1 5

TAP teachers will conduct team-building activities periodically throughout the year.

Person Responsible

Michele Falk

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Observational evidence.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

TAP teachers will conduct team-building activities in extended TAP once a month.

Person Responsible

Michele Falk

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Teachers will share ideas for TAP at PLC meetings.

Person Responsible

Michele Falk

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey.



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.B1.S1.A1 A315890 | Mrs. Yeomans will facilitate a plan to collect parent emails at Open House. | Falk, Michele | 8/5/2016 | Successful completion of the plan will result in collection of email addresses from at least 50% of parents. | 8/9/2016 one-time |
| G2.B1.S1.A1 A315895 | Teachers will identify the specific students in the lower quartile assigned to them during a... | Ward, Stan | 8/9/2016 | Teachers will turn in their list to Mr. Ward. | 8/9/2016 one-time |
| G1.B1.S2.A1 A315893 | Teachers will be given brief instructions on how to sign up for and use Remind app. | Brooks, Terri | 8/9/2016 | | 8/9/2016 one-time |
| G1.B1.S3.MA1 M327578 | Host Parent Night | Falk, Michele | 8/25/2016 | Parents will come to Parent Night. | 8/25/2016 one-time |
| G1.B1.S3.A1 A315894 | Host Parent Night | Falk, Michele | 8/25/2016 | Parent attendance at Parent Night; parents will be emailed a link to a survey. | 8/25/2016 one-time |
| G1.B1.S1.A2 A315891 | Data entry personnel will enter all emails into FOCUS | Ward, Stan | 8/9/2016 | Successful completion of the plan will result in a reduced number of undeliverable emails. | 9/9/2016 daily |
| G2.B1.S1.MA1 M327582 | After identifying students in the lower quartile, teachers will identify specific areas of weakness. | Ward, Stan | 9/14/2016 | Papers turned in to Stan Ward. | 9/14/2016 one-time |
| G1.B1.S1.MA1 M327574 | After the first semester, compare the number of undeliverable emails to the number at the beginning... | Thaxton, Jennifer | 8/11/2016 | Determine and increase or decrease in the percentages of working emails in FOCUS based on the data collected. | 1/13/2017 quarterly |
| G1.MA1 M327579 | The number of emails that are undeliverable will be counted each time a message is sent to all... | Thaxton, Jennifer | 8/11/2016 | The number of undeliverable emails should decrease as the year progresses. | 5/26/2017 quarterly |
| G1.MA2 M327580 | The number of teachers using the Remind app this year will be counted. | Thaxton, Jennifer | 8/11/2016 | The number of teachers using the Remind app this year should be greater than last year. | 5/26/2017 quarterly |
| G2.MA1 M327585 | Observations and Week-at-aGlance for teachers using AVID strategies and resources aligned to their... | Falk, Michele | 8/11/2016 | Observation form, evaluation form, WAAG form | 5/26/2017 quarterly |
| G2.MA2 M327586 | Teachers will use computerized adaptive math programs for math instruction for students in the... | Weaver, Nick | 8/11/2016 | Computer sign-up sheets will be monitored to ensure that teachers have signed up for computer lab time with their math classes. | 5/26/2017 monthly |
| G3.MA1 M327591 | Cornell Notes and other AVID strategies used will increase reading comprehension by providing... | Dykes, Kelly | 8/11/2016 | Students' work samples from teacher's AVID folders. | 5/26/2017 monthly |
| G4.MA1 M327596 | TAP teachers will provide a known advocate for every student on campus. | Falk, Michele | 8/11/2016 | Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey. | 5/26/2017 semiannually |
| G1.B1.S1.MA1 M327573 | Continue to examine the number of undeliverable emails to ensure the number is decreasing. | Thaxton, Jennifer | 8/11/2016 | Data collected from FOCUS and email. | 5/26/2017 quarterly |
| G1.B1.S1.A3 A315892 | Newsletters will be sent to parents by email on the day of report card distribution. | | 10/21/2016 | | 5/26/2017 quarterly |
| G2.B1.S1.MA1 M327581 | Observations of teachers using AVID strategies and resources aligned to their students' areas of... | Falk, Michele | 8/11/2016 | Anecdotal notes taken from an Administrator during their observation and samples of students' work that show alignment to specific areas of weakness. | 5/26/2017 quarterly |

Wakulla - 0012 - Riversprings Middle School - 2016-17 SIP
Riversprings Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|-------------------|-------------------------------|--|------------------------|
| G3.B1.S1.MA1 M327587 | Cornell Notes and other AVID strategies are collected and evaluated for accuracy each month by... | Dykes, Kelly | 8/11/2016 | Student work samples of Cornell Notes as well as other AVID strategies used by teachers across the school. | 5/26/2017 monthly |
| G3.B1.S1.MA1 M327588 | Week at a Glance sheets completed outside of teachers' doors to display the Cornell Notes, as well... | Ward, Stan | 8/11/2016 | Week at a Glance sheets are collected and turned into Mr. Ward for documentation. | 5/26/2017 weekly |
| G3.B1.S1.A1 A315897 | Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase... | Dykes, Kelly | 8/11/2016 | Collected student samples from teacher's AVID folders. | 5/26/2017 daily |
| G4.B1.S1.MA1 M327592 | Teachers will share ideas for TAP at PLC meetings. | Falk, Michele | 8/11/2016 | Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey. | 5/26/2017 monthly |
| G4.B1.S1.MA1 M327593 | TAP teachers will provide a known advocate for every student on campus. | Falk, Michele | 8/11/2016 | Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey. | 5/26/2017 daily |
| G4.B1.S1.A1 A315899 | TAP teachers will provide a known advocate for every student on campus. | Falk, Michele | 8/11/2016 | Daily attendance | 5/26/2017 daily |
| G1.B1.S2.MA1 M327575 | Count the number of teachers using the Remind app this year. | Thaxton, Jennifer | 8/11/2016 | The number of teachers using the Remind app this year should be greater than last year. | 5/26/2017 quarterly |
| G1.B1.S2.MA1 M327576 | Count the number of teachers using the Remind app this year. | Thaxton, Jennifer | 8/11/2016 | The number of teachers using the Remind app this year should be greater than the number of teachers using the Remind app last year. | 5/26/2017 quarterly |
| G2.B1.S2.MA1 M327583 | Teachers will use computerized adaptive math programs for math instruction for students in the... | Weaver, Nick | 8/11/2016 | Computer sign-up sheets will be monitored to ensure that teachers have signed up for computer lab time with their math classes. | 5/26/2017 monthly |
| G2.B1.S2.MA1 M327584 | Teachers will use computerized adaptive math programs for math instruction for students in the... | Weaver, Nick | 8/11/2016 | Computer sign-up sheets will show that teachers have signed up for computer lab time with their math classes. | 5/26/2017 monthly |
| G2.B1.S2.A1 A315896 | Teachers will use computerized adaptive math programs periodically | Weaver, Nick | 8/11/2016 | Computer lab sign up sheets administrated by Mr. Weaver will show that teachers have signed up for the computer labs with their math classes. | 5/26/2017 biweekly |
| G3.B1.S2.MA1 M327589 | Student Teengagement work will be collected and similar assignments will be incorporated to test... | Kauffman, Alex | 8/11/2016 | The data collected from the non-Teengagement content will provide a basis of students' understanding and skill set and provide a before and after comparison of the students' abilities. | 5/26/2017 quarterly |
| G3.B1.S2.MA1 M327590 | Teengagement materials will be used in ELA classrooms once each nine weeks. | Kauffman, Alex | 8/11/2016 | The materials will be provided to the teachers by the district for use in their classrooms. Evidence will also be evident in gradebook grades from the Teengagement materials. | 5/26/2017 quarterly |
| G3.B1.S2.A1 A315898 | ELA teachers will be trained in using Teengagement materials and Teengagement materials will be... | Kauffman, Alex | 8/11/2016 | The materials will be provided to the teachers by the district for use in their classrooms. Evidence will also be evident in gradebook grades from the Teengagement materials. | 5/26/2017 quarterly |
| G4.B1.S2.MA1 M327594 | Teachers will share ideas for TAP at PLC meetings. | Falk, Michele | 8/11/2016 | Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey. | 5/26/2017 monthly |
| G4.B1.S2.MA1 M327595 | TAP teachers will conduct team-building activities in extended TAP once a month. | Falk, Michele | 8/11/2016 | Evidence collected will include observational and anecdotal evidence as well as an improvement in ratings on the Student Climate Survey. | 5/26/2017 monthly |

Wakulla - 0012 - Riversprings Middle School - 2016-17 SIP
Riversprings Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|---|----------------------|
| G4.B1.S2.A1  A315900 | TAP teachers will conduct team-building activities periodically throughout the year. | Falk, Michele | 8/11/2016 | Observational evidence. | 5/26/2017 monthly |
| G1.B1.S3.MA1  M327577 | After Parent Night, a survey will be set up and a link will be emailed to parents. | Thaxton, Jennifer | 8/26/2016 | Parent responses to the survey will be collected and analyzed to improve RMS parent communication and future activities such as future Parent Nights. | 5/26/2017 daily |

V. Professional Development Opportunities

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

G1. Increase communication with parents as evidenced by a higher positive rating on the district parent survey.

G1.B1 Information is not getting home to students through traditional methods (papers handed to students to carry home.)

G1.B1.S2 Increase the number of teachers using the Remind app to communicate with parents.

PD Opportunity 1

Teachers will be given brief instructions on how to sign up for and use Remind app.

Facilitator

Terri Brooks, Kelly Dykes

Participants

all faculty

Schedule

On 8/9/2016

G2. Increase the percentage of students in the lower quartile in math who make learning gains by 2%.

G2.B1 Teachers need to find resources specifically tailored to meet the needs of the students in the lower quartile.

G2.B1.S1 Teachers will identify the specific students in the lower quartile assigned to them.

PD Opportunity 1

Teachers will identify the specific students in the lower quartile assigned to them during a Professional Development Day.

Facilitator

Stan Ward, Nick Weaver

Participants

all faculty members

Schedule

On 8/9/2016

G3. Increase the percentage of students in the lower quartile in ELA who make learning gains by 2%.

G3.B1 Students lack reading skills and the ability to produce an adequate summary on Cornell notes.

G3.B1.S1 Incorporate Cornell Notes school-wide. Cornell Notes is one WICOR strategy and is part of the AVID program used by RMS.

PD Opportunity 1

Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase the rigor in the classroom. 100% of faculty should be trained on implementing WICOR in the classroom with fidelity through strategies used from AVID Summer Institute. Cornell Notes is one WICOR strategy.

Facilitator

AVID Summer Institute. (Orlando, Florida)

Participants

Michele Yeomans, Shannon Smith, Kelly Dykes, Laura Hume, Stan Ward, Nick Weaver, Hayley Klees, Trish Strickland

Schedule

Daily, from 8/11/2016 to 5/26/2017

G3.B1.S2 Using Teengagement in ELA classes.

PD Opportunity 1

ELA teachers will be trained in using Teengagement materials and Teengagement materials will be used in ELA classrooms once each nine weeks.

Facilitator

Katherine Spivey

Participants

All ELA teachers.

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---------------|-------------|--|-----------------------------------|--------------------------|-------------------|------------|
| 1 | G1.B1.S1.A1 | Mrs. Yeomans will facilitate a plan to collect parent emails at Open House. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Data entry personnel will enter all emails into FOCUS | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Newsletters will be sent to parents by email on the day of report card distribution. | | | | \$0.00 |
| 4 | G1.B1.S2.A1 | Teachers will be given brief instructions on how to sign up for and use Remind app. | | | | \$0.00 |
| 5 | G1.B1.S3.A1 | Host Parent Night | | | | \$1,479.20 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0012 - Riversprings Middle School | School Improvement Funds | | \$1,479.20 |
| 6 | G2.B1.S1.A1 | Teachers will identify the specific students in the lower quartile assigned to them during a Professional Development Day. | | | | \$0.00 |
| 7 | G2.B1.S2.A1 | Teachers will use computerized adaptive math programs periodically | | | | \$0.00 |
| 8 | G3.B1.S1.A1 | Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase the rigor in the classroom. 100% of faculty should be trained on implementing WICOR in the classroom with fidelity through strategies used from AVID Summer Institute. Cornell Notes is one WICOR strategy. | | | | \$0.00 |
| 9 | G3.B1.S2.A1 | ELA teachers will be trained in using Teengagement materials and Teengagement materials will be used in ELA classrooms once each nine weeks. | | | | \$0.00 |
| 10 | G4.B1.S1.A1 | TAP teachers will provide a known advocate for every student on campus. | | | | \$0.00 |
| 11 | G4.B1.S2.A1 | TAP teachers will conduct team-building activities periodically throughout the year. | | | | \$0.00 |
| Total: | | | | | \$1,479.20 | |