

Martin County School District

Stuart Middle School



2016-17 Schoolwide Improvement Plan

Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

martinschools.org/o/sms

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	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	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 Martin County School Board on 11/15/2016.

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 Stuart 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.

Stuart Middle School, in partnership with our community, fosters a collaborative learning environment that engages all students through authentic learning experiences. Students are challenged and empowered to achieve their maximum potential and equipped with the skills and knowledge necessary to become responsible citizens.

b. Provide the school's vision statement.

Stuart Middle School provides a collaborative learning community where students utilize the knowledge and skills required for solving real-world problems and creating authentic products.

2. School Environment

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

Stuart Middle School initiates and builds relationships within its culture by encouraging teachers to take the lead in knowing their students and their students' families, conferring with parents related to student academic history and goals, monitoring progress through formative assessment, problem solving through MTSS process, and communicating goals and interventions to ensure success.

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

Stuart Middle creates an environment through a structure of adult supervision as students arrive on campus, move from building to building and classroom to classroom. A duty schedule is devised by Assistant Principal, Greg Hendricks, and teachers are assigned to a Team Blue or Orange. While teachers on Team Blue participate in Collaborative Learning Teams (CLTs), Team Orange members provide supervision in all areas of campus where students gather in preparation for class to begin. During passing times, teachers position themselves in their doorways to ensure safe transitions in hallways and breezeways.

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.

As a Positive Behavior Intervention Support System (PBIS) school, all students participate in our Jaguar ROAR token economy system. The acronym ROAR stands for Jaguars are Respectful, On Task, Appropriately Dressed, and Responsible. Students earn ROAR cards for exceeding expectations which are discussed and implemented in classrooms, hallways, and common areas such as cafeteria, "courtyard commons", and athletic venues. Early Warning System is in place as a part of our Multi-Tiered System of Support. Student academic, attendance, and behavioral responses are monitored through a series of computer systems: Terms, PEER, and Focus.

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 school has two guidance counselors, Rebecca Hartman and Tambie Kilp, who divide the student body into two groups by last name alpha and who counsel and refer further as needed to mental health counseling agencies in our area. Mental health counseling provided on-site through a partnership with Tykes and Teens. In addition, the position of mainstream consultant is shared by two individuals, Mikal Cruse and MaryAnn King who work particularly with students who are identified as students with individualized education plans and with the six support facilitators who serve them.

3. Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Any student upon receiving two or more indicators listed above is brought to the attention of the Leadership Team for Multi-Tiered System of Support (MTSS) review and for creating intervention/strategies/plan. At that point, parents become a part of the process, if not already involved. The Team is made up of Team Leaders from each grade, IPS Coaches, Literacy Coach, Teachers of Record of the student in question, as well as guidance counselors and administrators. Our assigned school psychologist as well as our LEA Program Specialist sometimes participate. This problem-solving team reviews records related to academic progress, attendance, and behavior from a variety of databases. Teachers describe previously attempted interventions and their effectiveness. The MTSS Leadership Team documents information, brainstorms strategies/interventions, writes an action plan and assigns individuals to monitor response to the plan and to report results to the same team at the next meeting or at a designated time in the future. Certain members of the MTSS Leadership meet weekly to research and prepare reports to the teacher caucus. A set meeting date is every other Thursday to allow for the school psychologist's schedule.

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	25	43	37	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	31	31	32	0	0	0	0	94
Course failure in ELA or Math	0	0	0	0	0	0	0	5	7	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	84	83	65	0	0	0	0	232
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	22	33	28	0	0	0	0	83

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

Check In/Check Out(CICO)-Student receives hourly feedback on target behavior with a daily report sheet that travels with the student until day's end. The mentor receives the original with signed comments on targeted behavior, initials NCR copied form and sends one copy to the parent to be signed and returned with student. Data is entered into Rtl:B database for reflection and analysis as to future intervention status.

Weekly Progress report-Student receives weekly feedback on academic progress. The mentor receives the original with signed comments on targeted behavior, initials NCR copied form and sends one copy to the parent to be signed and returned with student. Data is graphed to determine if interventions are working.

Check and Connect-

Informal Mentoring by classroom teachers, school resource officer, other staff members including paraprofessionals; Increased relationship with students and families as well as mental health counseling provided on-site by a local agency; Home visits as well as campus conferences between parents, teachers, counselors, and administrators

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

Primary parental involvement targets are Parent,Teacher, Student Association and School Advisory Council. These organizations offer opportunities for parents to volunteer time, to gain understanding of the workings of school culture and the policies and procedures of the School Improvement Process. At SMS, parents also participate in fundraising projects that financially support the Positive Behavior Intervention/Support ROAR Rewards initiatives.The ROAR Card economy system is how students can earn rewards and redeem those ROAR cards in a variety of ways. This allows our school to give incentives for students who meet or exceed published School Wide Expectations. Parents also volunteer at Book Fair, during student lunches to facilitate PBIS sponsored events, monitor school picture procedures, as well as Band, Chorus, and Drama Events. We are always looking for ways to encourage parent involvement with their students in the middle school years. Further, Principal David Krakoff leads a "Summit" twice per year that is open to the entire school community.

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 builds and sustains partnerships by utilizing resources from the Education Foundation of Martin County, by accepting sponsorship from families whose businesses offer support within our community. More than a few of our teachers have applied for and been granted monies for projects through "Fund a Project" and other initiatives. Teachers utilizing Project Based Learning, reach out to community experts to engage students in authentic learning experiences. Community members frequently present relevant topics related to instruction and provide valuable feedback to help students critique and revise projects in process.

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
Krakoff, David	Principal
Hartman, Rebecca	School Counselor
Dawedeit, Kelly	Teacher, K-12
Cruse, Robert	Teacher, ESE
Moon, Marty	Assistant Principal
Hendricks, Greg	Assistant Principal
Flood, Simone	Teacher, K-12
King, MaryAnn	Teacher, ESE
Bickley, William	Teacher, K-12
Clancy, Jessica	Instructional Coach

b. Duties

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

The Leadership Team named above serves as members of the school's Guiding Coalition and key responsibilities are to enhance collaborative team building that improves instruction based on best practices which are based on data, common goals, and common assessments. The team also supports the overall school goals and promote student learning to communicate all pertinent information, to review calendars of events, to problem-solve school wide issues and practice shared decision making, to review school wide data related to academics, behaviors, and attendance of students and to recommend intervention strategies. They also serve as instructional leaders within grade and content area professional learning communities.

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.

Teachers meet in grade/subject level Collaborative Learning Teams (CLTs) to identify students who may need interventions. The teachers start to collect data and do a GAP Analysis to determine if the

problem is a Core issue or a student problem. If it is a Core issue, teachers will collaborate with members of the MTSS Leadership/Core Team to strengthen the Core. If it is a student problem, teachers will record the data on a district form #194 Summary of Concern, identifying the problem and the strategies or interventions which to date have been implemented. The Guidance Counselors will convene a meeting of the MTSS Team to analyze the data collected by teachers, graphed, and analyzed by Guidance, IPS, and teachers. The Problem Solving/MTSS Team meets twice monthly. It also meets as needed for emergency/crisis situations of concern. The Core MTSS meets at least twice annually to evaluate school wide data and to report findings to staff as a whole. The assigned School Psychologist meets with the MTSS team to clarify issues and interpret testing data from cumulative records and to make recommendations. Occasionally, the LEA Program Specialist joins in to give input.

While most of the federal and state programs do not apply to Stuart Middle School, we do provide information and services to our eligible families under the McKinney-Vento Homeless Education Act. Information is provided by our guidance and student services professionals as well as our support staff who often are the first to recognize that a need is evident. Informational literature and counseling is available for our students and for their parents applying for Public Assistance Benefits Online through Access Florida.

Violence Prevention programs include: Anti-Bullying initiatives, guidance counseling, and "PEACE for Kids". The school website posts a 118 anonymous call site which reports bullying to administrators email. All reports of harassment or bullying substantiated or unsubstantiated are reported to the Martin County School District and to the state of Florida at year end.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jim Hampton	Business/Community
David Krakoff	Principal
Laura Taylor	Teacher
Angela Torres Buckland	Teacher
Cheryl Jordan, MD	Parent
Bill Bickley	Teacher
Nearra Beurrier	Parent
Suzanne Fenton	Parent
Karla Preissman	Parent
George Rivera	Parent
Jodi Wintercorn	Parent
Kelly Dawedeit	Teacher
Jace Fenton	Student
Trey Fenton	Student
Ayden Jordan	Student
Devin Jordan	Student
Kenneth Wintercorn	Student

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

SAC reviews last year's plan as a part of our previewing the action plan. The members take an active role in asking questions related to the action steps and many parents express positive comments to be a part of a school which has had historical success with student achievement. Some are new to the process and they will be even more involved in the question and answer portion as we review the current year's plan. Action plans developed by and presented by teacher teams are brought to SAC for approval and funding.

b. Development of this school improvement plan

SAC assists in the review of the school improvement plan and the progress of the plan. The plan is developed completely by teachers in the content areas of targeted growth. The teacher teams review the data, make recommendations, and develop the action plan, taking ownership of the steps to be taken and who is accountable for its completion. SAC then reviews and questions the action plans developed, which provides additional feedback and perspective from community and parent groups. The contradictions are explained or worked out together to meet the needs of the students, bringing in the context of family involvement.

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

The annual budget is developed with teacher and leadership team input based on both academic and behavioral needs. Incentives for PBIS and for new academic incentives and resources are a part of the plan. Due to changes being made at the legislative and district levels, the action plans are being developed to meet the new criteria while also focusing on data received through the year. New action plan resources and training are reviewed by the SAC committee and together with plan representatives, they determine the best options for students and vote for approval and funding.

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

Staff Development related to Florida Standards implementation and student achievement. Purchase upgrades for Read 180 and System 44 as well as, purchase Ready FL LAFS materials to support our lowest quartile reading students. V-math funding for use in the intensive math classroom. After-school Math Tutoring/Student Support. Positive Behavior/Intervention Support incentives and programs are directly related to student achievement.

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
Warmuskerken, Deb	Teacher, K-12
Krakoff, David	Principal
Cryderman, Lisa	Teacher, K-12
Creager, Barbara	Teacher, Career/Technical
Hayhurst, Alicia	Teacher, K-12
Duchene, Brook	Teacher, K-12
Stebbing, Laura	Teacher, K-12
Clancy, Jessica	Instructional Coach

b. Duties

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

The major initiative of the LLT is the implementation of Florida State Standards. Included within this goal is extending literacy standards into the content areas. Training on Literacy with Frameworks, Standards and Unit/Lesson Development is on-going through Professional Development and through increased use of CPalms as well as FSAssessments.org support as it becomes available. Promoting the ACE Writing Strategy within all content areas and writing across content areas and non-fiction reading with written responses scored to a common rubric are a part of the action plan. The creation of common assessments is a final step in preparing our students for increased proficiency.

The LLT's goal is to create a culture of readers in our school. The team developed a presentation of SSYRA books for ELA teachers to promote and encourage reading. Additionally, the committee serves as a resource for teachers in selecting class novels and nonfiction selections. LLT is working on an initiative to bring in authors to speak to students about the writing process.

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.

Stuart Middle is a professional learning community working together with students, parents, and district support to encourage student achievement and success in the classroom and as future members of our community. Teachers collaborate within grade-level communities and in interdisciplinary teams which share students and work to increase engagement and achievement through the use of Project Based Learning. Teachers intentionally plan student-centered lessons based on target standards that help students practice and deepen knowledge. Teachers share strategies for monitoring for the desired learning outcome and collaboratively plan intervention and enrichment activities.

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

Stuart Middle School uses Collaborative Learning Teams (CLTs) to provide teachers with opportunities to have common planning to achieve common goals, identify essential outcomes, create common assessments, and provide interventions and extensions necessary as a result of the data. The school is also placing an emphasis on Project Based Learning and the alignment to 21st Century learning strategies and skills students need for college, career, and life. Teachers are encouraged to attend district in-service and training to continue their educational practices and enhance their skill set in the classroom.

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

When a new teacher joins our faculty, a mentor is assigned to that teacher. That mentor is a same or similar subject/grade peer as well as geographically located in close proximity. In addition, personality and other deciding factors may be included in the assigning of a mentor to a teacher who is new to our campus. Being assigned a mentor is primarily to orient the new teacher to campus culture and policies.

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 year we begin with our teachers examining their curriculum materials and state-standards based on the course codes, and creating units/lessons to ensure instruction matches the level of rigor of the standards. Teachers will use their Collaborative Learning Teams (CLTs) to continue planning, developing, and refining classroom lessons/units that align to Florida's standards as well as accurate formative measures to ensure mastery. Further, teachers routinely identify and analyze targeted standards as the focus of intentional daily lesson planning and monitoring.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers utilize progress monitoring and other forms of formative assessment to identify subgroups of students in need of intervention or enrichment. Teachers within Collaborative Learning Teams intentionally plan lessons that include flexible grouping based on data collected within a lesson in order to provide opportunities for remediation, practicing and deepening of knowledge, and enrichment. ELA teachers utilize progress monitoring through iReady to facilitate data-driven differentiated instruction. Math teachers analyze results of district-created progress monitoring tests and common formative assessments to facilitate flexible grouping within the classroom to address student needs.

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: Before School Program

Minutes added to school year:

An extension of our school day provides supervision before school for students to complete homework and online skill practice through V-Math from 7:45 to 8:45 AM.

Several teachers also use the media center to tutor students. Additionally, some teachers volunteer their time to meet with students at the request of parents without compensation.

Strategy Rationale

The supervision is generally to support our students' families with supervision and a safe place to study or receive extra academic help.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Krakoff, David, krakofd@martin.k12.fl.us

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

Attendance logs are maintained by the media assistant related to the participation of students served in morning supervision.

Strategy: Weekend Program

Minutes added to school year:

Selected students are mandated to attend a 120 minute school session on Saturday mornings. The purpose of this additional session is to provide character education and to improve behavior choices among students who violate school and district discipline policy.

Strategy Rationale

The goal of Saturday school is to reduce the number of students being suspended out of school as well as to decrease the rate at which students repeat disciplinary infractions.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Krakoff, David, krakofd@martin.k12.fl.us

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

The number of out of school suspensions, student attendance, grades and promotion rates will be analyzed to determine effectiveness.

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 5th graders are supported through a collaborative effort between current 5th grade teachers, future 6th grade teachers, and administrations. Important information related to academic, attendance, and behavioral expectations is communicated. Incoming 6th graders attend an open-house in the Spring of their 5th grade year, as well as an orientation in August prior to the opening of school. Additionally, ESE students and families attend transition meetings with the IEP team.

In the Spring, outgoing 8th graders meet with their high school guidance counselors to request elective classes, signature academies, and discuss other academic options. ESE students have similar transition meetings with students and their families to discuss options and adjust individual education plans.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts.

- G2.** Close the gaps between students who struggle with math and those who are finding success. Teachers will focus on intentional lesson planning to meet the needs of all learners through various strategies to support those students who are struggling, provide opportunities to practice and deepen knowledge, and enrich the instruction for students at our highest achievement levels.

- G3.** Increase identification and intervention for struggling students by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement.

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. Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts. 1a

G087231

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of training for staff in differentiated literacy strategies to address needs of all students within the classroom.
- Lack of training in literacy strategies for content area teachers.
- Lack of engagement in curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy coach to model close-reading strategies in content areas and provide resources and training on differentiated literacy strategies for instructional staff.
- Collaborative Learning Team meetings for intentional planning of intervention and enrichment activities, and practicing and deepening knowledge.
- Focus on Project Based Learning leading to increased relevance and authentic opportunities within the classroom.

Plan to Monitor Progress Toward G1. 8

Standards mastery through iReady to provide a complete view of each student's growth and performance; CFA Analysis Sheets; classroom walk-through data

Person Responsible

William Bickley

Schedule

Monthly, from 10/17/2014 to 5/26/2017

Evidence of Completion

Standards mastery through iReady to provide a complete view of each student's growth and performance; CFA Analysis Sheets; classroom walk-through data

G2. Close the gaps between students who struggle with math and those who are finding success. Teachers will focus on intentional lesson planning to meet the needs of all learners through various strategies to support those students who are struggling, provide opportunities to practice and deepen knowledge, and enrich the instruction for students at our highest achievement levels. 1a

G087232

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	73.0

Targeted Barriers to Achieving the Goal 3

- Lack of foundational math skills
- Time constraints not allowing for continuity of instruction leading to depth of knowledge.
- Lack of student engagement in curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Purchase of VMath Live for all students with an action plan developed by math teachers to build capacity among students with skill gaps.
- Math tutoring center led by Jensen Beach High School Volunteers.
- Focus on Project Based Learning leading to increased relevance and authentic opportunities within the classroom.

Plan to Monitor Progress Toward G2. 8

Classroom walk-through data

Person Responsible

William Bickley

Schedule

Every 6 Weeks, from 10/19/2016 to 5/26/2017

Evidence of Completion

Formative assessments aligned with standards within the PBL Unit, summative unit assessments, progress monitoring.

G3. Increase identification and intervention for struggling students by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement. 1a

G087233

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- A need to improve communication from the classroom to Student Services.

Resources Available to Help Reduce or Eliminate the Barriers 2

- guidance, EWS protocols and support from district liason

Plan to Monitor Progress Toward G3. 8

Student attendance rates, grades and referrals through Focus

Person Responsible

Marty Moon

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Student attendance rates, grades and referrals through Focus

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. Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts. **1**

 G087231

G1.B1 Lack of training for staff in differentiated literacy strategies to address needs of all students within the classroom. **2**

 B231870

G1.B1.S1 Differentiated Instruction **4**

 S244661

Strategy Rationale

ELA teachers must increase differentiated instruction in order to reach all learners. Beginning this year, our Level-1 students who qualify for intensive reading instruction only receive 45 minutes of targeted intervention instead of 90 minutes as provided in previous years. As a result, these students now contribute to the heterogeneous makeup of our on-level ELA classes. Thus, teachers must improve differentiated instruction.

Action Step 1 **5**

Provide professional development opportunities in differentiated instructional strategies.

Person Responsible

David Krakoff

Schedule

Monthly, from 10/31/2016 to 3/1/2017

Evidence of Completion

Intentional daily lesson planning design.

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

Support through providing targeted professional development; monitoring through lesson plan submission and classroom walk-throughs.

Person Responsible

David Krakoff

Schedule

Every 6 Weeks, from 10/31/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Classroom Walk-through Tool data

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

Utilize professional development resources related to differentiated instruction; review Intentional Daily Lesson Plans through CLTs; classroom walk-throughs with monitoring tool; analysis of all data through Guiding Coalition meetings.

Person Responsible

William Bickley

Schedule

Every 6 Weeks, from 10/31/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Classroom Walk-through Tool data, teacher feedback through ERO

G1.B2 Lack of training in literacy strategies for content area teachers. 2

B231871

G1.B2.S1 Reading instruction in the content areas. 4

S244662

Strategy Rationale

Complex texts are frequently read within content area classes necessitating the need for comprehension strategies to be taught in conjunction with the content.

Action Step 1 5

Provide close-reading strategy training to content area teachers.

Person Responsible

Jessica Clancy

Schedule

Monthly, from 10/5/2016 to 3/1/2017

Evidence of Completion

PD agenda in ERO; close-reading strategies evidenced on teacher lesson plans

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

Provide targeted training in close-reading strategies across content areas; review of lesson plans; classroom walk-throughs.

Person Responsible

Jessica Clancy

Schedule

Every 6 Weeks, from 10/31/2016 to 5/26/2017

Evidence of Completion

professional development agendas through ERO, lesson plans, classroom walk-through data

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

Provide targeted training in close-reading strategies across content areas; review of lesson plans; classroom walk-throughs.

Person Responsible

Jessica Clancy


Schedule

Every 6 Weeks, from 10/31/2016 to 5/26/2017


Evidence of Completion

teacher feedback through ERO, lesson plans, classroom walk-through data

G1.B3 Lack of engagement in curriculum 2

 B231872

G1.B3.S1 Project Based Learning 4

 S244663

Strategy Rationale

Without student engagement it is difficult to provide rigor within the classroom. Relevance through project based learning engages students and allows for rigorous, standards-based instruction through authentic, real-world application of skills and strategies.

Action Step 1 5

Develop PBL units of instruction.

Person Responsible

William Bickley

Schedule

Every 2 Months, from 8/15/2016 to 5/26/2017

Evidence of Completion

Project Unit Plan Overview and Artifacts

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

Review Project Unit Plan Overview and Artifacts, provide feedback.

Person Responsible

William Bickley

Schedule

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

Evidence of Completion

Project Unit Plan Overview and Artifacts

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

Classroom walk-throughs, student assessment data (formative and summative)

Person Responsible

David Krakoff

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Classroom walk-through data, formative assessments aligned with standards within the PBL Unit, summative unit assessments.

G2. Close the gaps between students who struggle with math and those who are finding success. Teachers will focus on intentional lesson planning to meet the needs of all learners through various strategies to support those students who are struggling, provide opportunities to practice and deepen knowledge, and enrich the instruction for students at our highest achievement levels. 1

G087232

G2.B1 Lack of foundational math skills 2

B231873

G2.B1.S1 Improve foundational math skills. 4

S244664

Strategy Rationale

Since math concepts build upon each other, foundational skills are essential to ongoing success.

Action Step 1 5

Intentional lesson planning that includes flexible grouping allowing for small group reteaching and skill building through the use of manipulatives and VmathLive computer software.

Person Responsible

William Bickley

Schedule

Weekly, from 10/5/2016 to 5/26/2017

Evidence of Completion

Lesson plans, artifacts of student work and formative assessments.

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

Monitoring Intentional Daily Lesson Plans and CFA data completed within CLTs.

Person Responsible

William Bickley

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Intentional Daily Lesson Plans and CFA data

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

Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all students in foundational math skills through formative assessment.

Person Responsible

William Bickley

Schedule

Every 6 Weeks, from 10/10/2016 to 5/26/2017

Evidence of Completion

PMT 1(baseline) and PMT 2 data analysis; CFA Analysis Sheets completed in CLTs.

G2.B3 Lack of student engagement in curriculum 2

 B231875

G2.B3.S1 Project Based Learning 4

 S244665

Strategy Rationale

Without student engagement it is difficult to provide rigor within the classroom. Relevance through project based learning engages students and allows for rigorous, standards-based instruction through authentic, real-world application of skills and strategies.

Action Step 1 5

Develop PBL units of instruction.

Person Responsible

William Bickley

Schedule

Every 2 Months, from 8/15/2016 to 5/26/2017

Evidence of Completion

Project Unit Plan Overview

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review Project Unit Plan Overview and Artifacts, provide feedback.

Person Responsible

William Bickley

Schedule

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

Evidence of Completion

Classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review Project Unit Plan Overview and Artifacts, provide feedback.

Person Responsible

William Bickley

Schedule

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

Evidence of Completion

Classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom walk-throughs, student assessment data (formative and summative)

Person Responsible

William Bickley

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Classroom walk-through data, formative assessments aligned with standards within the PBL Unit, summative unit assessments.

G3. Increase identification and intervention for struggling students by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement. 1

G087233

G3.B1 A need to improve communication from the classroom to Student Services. 2

B231876

G3.B1.S1 Student Services CLT to monitor progress of students within the EWS categories. 4

S244666

Strategy Rationale

Early identification is the key to interventions that will improve student attendance rates, reduce behavioral issues, and decrease the amount of students who require credit recovery,

Action Step 1 5

Guidance and IPS coaches will meet to identify the students who fall within the EWS categories and create a spreadsheet to monitor progress.

Person Responsible

Rebecca Hartman

Schedule

Biweekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

The spreadsheet created to monitor student academic progress and student promotion.

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

Conference forms which identifies student grades, meeting dates and outcomes.

Person Responsible

Rebecca Hartman

Schedule

Biweekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Conference notes, CLT minutes, student promotion rates

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

Reviewing data in Rti:B and student grades for academic improvement.

Person Responsible

Rebecca Hartman



















Schedule

Biweekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Rti:B data and student grades

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  A316795	Provide professional development opportunities in differentiated instructional strategies.	Krakoff, David	10/31/2016	Intentional daily lesson planning design.	3/1/2017 monthly
G1.B2.S1.A1  A316796	Provide close-reading strategy training to content area teachers.	Clancy, Jessica	10/5/2016	PD agenda in ERO; close-reading strategies evidenced on teacher lesson plans	3/1/2017 monthly
G1.MA1  M329087	Standards mastery through iReady to provide a complete view of each student's growth and...	Bickley, William	10/17/2014	Standards mastery through iReady to provide a complete view of each student's growth and performance; CFA Analysis Sheets; classroom walk-through data	5/26/2017 monthly
G2.MA1  M329093	Classroom walk-through data	Bickley, William	10/19/2016	Formative assessments aligned with standards within the PBL Unit, summative unit assessments, progress monitoring.	5/26/2017 every-6-weeks
G3.MA1  M329096	Student attendance rates, grades and referrals through Focus	Moon, Marty	9/5/2016	Student attendance rates, grades and referrals through Focus	5/26/2017 quarterly
G1.B1.S1.MA1  M329081	Utilize professional development resources related to differentiated instruction; review...	Bickley, William	10/31/2016	Lesson plans, Classroom Walk-through Tool data, teacher feedback through ERO	5/26/2017 every-6-weeks
G1.B1.S1.MA1  M329082	Support through providing targeted professional development; monitoring through lesson plan...	Krakoff, David	10/31/2016	Lesson plans, Classroom Walk-through Tool data	5/26/2017 every-6-weeks
G1.B2.S1.MA1  M329083	Provide targeted training in close-reading strategies across content areas; review of lesson plans;...	Clancy, Jessica	10/31/2016	teacher feedback through ERO, lesson plans, classroom walk-through data	5/26/2017 every-6-weeks
G1.B2.S1.MA1  M329084	Provide targeted training in close-reading strategies across content areas; review of lesson plans;...	Clancy, Jessica	10/31/2016	professional development agendas through ERO, lesson plans, classroom walk-through data	5/26/2017 every-6-weeks
G1.B3.S1.MA1  M329085	Classroom walk-throughs, student assessment data (formative and summative)	Krakoff, David	9/5/2016	Classroom walk-through data, formative assessments aligned with standards within the PBL Unit, summative unit assessments.	5/26/2017 monthly
G1.B3.S1.MA1  M329086	Review Project Unit Plan Overview and Artifacts, provide feedback.	Bickley, William	8/15/2016	Project Unit Plan Overview and Artifacts	5/26/2017 monthly
G1.B3.S1.A1  A316797	Develop PBL units of instruction.	Bickley, William	8/15/2016	Project Unit Plan Overview and Artifacts	5/26/2017 every-2-months
G2.B1.S1.MA1  M329088	Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all...	Bickley, William	10/10/2016	PMT 1(baseline) and PMT 2 data analysis; CFA Analysis Sheets completed in CLTs.	5/26/2017 every-6-weeks
G2.B1.S1.MA1  M329089	Monitoring Intentional Daily Lesson Plans and CFA data completed within CLTs.	Bickley, William	9/5/2016	Intentional Daily Lesson Plans and CFA data	5/26/2017 monthly
G2.B1.S1.A1  A316798	Intentional lesson planning that includes flexible grouping allowing for small group reteaching and...	Bickley, William	10/5/2016	Lesson plans, artifacts of student work and formative assessments.	5/26/2017 weekly
G2.B3.S1.MA1  M329090	Classroom walk-throughs, student assessment data (formative and summative)	Bickley, William	9/19/2016	Classroom walk-through data, formative assessments aligned with standards within the PBL Unit, summative unit assessments.	5/26/2017 monthly
G2.B3.S1.MA1  M329091	Review Project Unit Plan Overview and Artifacts, provide feedback.	Bickley, William	8/15/2016	Classroom walk-throughs	5/26/2017 monthly
G2.B3.S1.MA1  M329092	Review Project Unit Plan Overview and Artifacts, provide feedback.	Bickley, William	8/15/2016	Classroom walk-throughs	5/26/2017 monthly

Martin - 0021 - Stuart Middle School - 2016-17 SIP

Stuart Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1 A316799	Develop PBL units of instruction.	Bickley, William	8/15/2016	Project Unit Plan Overview	5/26/2017 every-2-months
G3.B1.S1.MA1 M329094	Reviewing data in Rti:B and student grades for academic improvement.	Hartman, Rebecca	9/5/2016	Rti:B data and student grades	5/26/2017 biweekly
G3.B1.S1.MA1 M329095	Conference forms which identifies student grades, meeting dates and outcomes.	Hartman, Rebecca	9/5/2016	Conference notes, CLT minutes, student promotion rates	5/26/2017 biweekly
G3.B1.S1.A1 A316800	Guidance and IPS coaches will meet to identify the students who fall within the EWS categories and...	Hartman, Rebecca	9/5/2016	The spreadsheet created to monitor student academic progress and student promotion.	5/26/2017 biweekly

V. Professional Development Opportunities

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

G1. Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts.

G1.B1 Lack of training for staff in differentiated literacy strategies to address needs of all students within the classroom.

G1.B1.S1 Differentiated Instruction

PD Opportunity 1

Provide professional development opportunities in differentiated instructional strategies.

Facilitator

SMS Guiding Coalition

Participants

SMS Instructional Staff

Schedule

Monthly, from 10/31/2016 to 3/1/2017

G1.B2 Lack of training in literacy strategies for content area teachers.

G1.B2.S1 Reading instruction in the content areas.

PD Opportunity 1

Provide close-reading strategy training to content area teachers.

Facilitator

David Krakoff/SMS Guiding Coalition

Participants

Content Area Teachers

Schedule

Monthly, from 10/5/2016 to 3/1/2017

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	Provide professional development opportunities in differentiated instructional strategies.				\$0.00
2	G1.B2.S1.A1	Provide close-reading strategy training to content area teachers.				\$0.00
3	G1.B3.S1.A1	Develop PBL units of instruction.				\$0.00
4	G2.B1.S1.A1	Intentional lesson planning that includes flexible grouping allowing for small group reteaching and skill building through the use of manipulatives and VmathLive computer software.				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0021 - Stuart Middle School	School Improvement Funds		\$3,500.00
<i>Notes: V-Math project was fully funded to enrich all students.</i>						
			0021 - Stuart Middle School	School Improvement Funds		\$3,000.00
<i>Notes: After-school Math and ELA Tutoring/Student Support</i>						
			0021 - Stuart Middle School	School Improvement Funds		\$3,000.00
<i>Notes: After-school program for support of struggling Math students with tutoring/assistance by teachers who report progress to parents and teachers of record.</i>						
5	G2.B3.S1.A1	Develop PBL units of instruction.				\$0.00
6	G3.B1.S1.A1	Guidance and IPS coaches will meet to identify the students who fall within the EWS categories and create a spreadsheet to monitor progress.				\$0.00
Total:						\$9,500.00