

The School District of Palm Beach County

Independence Middle School



2017-18 Schoolwide Improvement Plan

Independence Middle School

4001 GREENWAY DR, Jupiter, FL 33458

<https://inms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 Palm Beach County School Board on 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Independence Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The stakeholders of Independence Middle School strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

b. Provide the school's vision statement.

The staff of Independence Middle School are dedicated to promoting the highest level of academic excellence by prioritizing great teaching above all else through a common vision of what effective teaching looks like. This is evident in our rigorous curriculum, continuous quest for professional development, and our efforts to provide academic support beyond the classroom in order for our students to succeed in the constantly changing economy.

2. School Environment

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

We infuse a single school culture and appreciation for multicultural diversity by sharing and observing the values, shared beliefs, and behavior of all the various stakeholders within the school community and reflects the school's social norms. Establishing and sustaining a school environment free of harassment, bullying, and discrimination is a number one priority for Independence Middle School. We reach out to parents, students' and the community in our efforts to learn about various cultures and learning styles and provide opportunity for all different styles within our classrooms. We infuse the required Florida Statute 1003.42 (2) and S.B. Policy 2.09 (8)(b) to appropriate grades through our annual Veterans Day program, Multicultural Fair, Holocaust, African & African American, and Hispanic units.

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

Independence Middle integrates single school culture through School-wide Positive Behavior system, all students are made aware of the school rules and procedures; these are taught and referenced throughout the school year with reward celebrations along with our established single school culture for academics, behavior and climate. In addition, student supervision is provided by staff before school and after school via assigned duty rosters/posts.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

Independence Middle School has initiated and implemented both School Based Team (SBT) and School

Wide Positive Behavior Support Team (SWPBS) frameworks using data from Educational Data Warehouse (EDW) to identify targets, trends and patterns both school wide and by grade level. Positive

Behavior and School Based Teams at IMS integrate academic/behavioral instruction and interventions.

Universal Tier 1 supports have been developed for our school wide matrix of positive behaviors for all students.

School wide systems of rewards are scheduled weekly (Fun Lunch Friday), and at mid-terms both semesters (SOAR Celebrations). Expectations will be reiterated during SOAR celebrations for students

who adhered to the expectations with less than three infractions per half-term while students who had greater than three infractions will be targeted for Tier 2 identification and small group instruction in an area separate from the SOAR celebration. IMS is developing Tier 2 supports and is working toward training to implement strategies for Tier 3 curriculum.

RDGOA0494 (EDW Data Dashboard) is used: to establish three targeted pre-intervention areas of high frequency during the beginning of the school year. This year targeted behaviors include: 1) students wearing identification badges on grade level color coded lanyards, 2) exhibiting appropriate hallway behaviors, and 3) on time arrival to classes across campus. The data is also used to monitor success and identify additional areas of concern across the matrix throughout the year, assist with quarterly revitalization of universals, and determine appropriateness of intervals between re-teachings of the school wide S.O.A.R. motto.

Students are identified and provided additional support through Tier 2 small group instruction when: they

do not adhere to the school wide universal behavioral expectations, are identified as a member of the academically lowest performing 25% and/or incur more than (a level yet to be determined) of behavior referrals for Level 2 infractions.

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 stakeholders of Independence Middle School partner with family and community to ensure that all students are provided with the skills necessary to successfully interact within with peers in social settings as well as those within the community.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

School attendance clerk monitors daily attendance and provides grade specific administrators with names of students demonstrating attendance issues even after contact has been made. Students are then placed on attendance contracts. Additionally, administration meets weekly to discuss these students as well as those students with discipline and/or academic issues. Students are referred to the School Based Team (SBT) for intervention.

Students scoring Level 1 on standardized tests for Language Arts or Mathematics are identified by administration and shared with staff, these students are monitored through classroom staff and are revisited by administrative after diagnostic tests.

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	7	10	8	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	27	50	62	0	0	0	0	139
Course failure in ELA or Math	0	0	0	0	0	0	19	9	13	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	0	0	0	82	71	61	0	0	0	0	214

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	23	24	29	0	0	0	0	76

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

- School Based Team - team problem-solving approach
- Child Study Team - team problem-solving approach for Exceptional Student Education
- Parent Teacher conferences - parents and teachers working collaboratively to address student academic and behavioral issues
- National Junior Honor Society Peer tutoring - peers tutoring peers
- Florida Standard Assessment (FSA) Tutorials - tutorial sessions held before and after school to offer reinforcement of skills need on standardized tests
- Core Content area tutorials - tutorial sessions held by core content areas staff to offer reinforcement of skills
- School Wide Read - all stakeholders (staff & students) participate in a school-wide reading of a specific book with discussion held
- Reading Plus - online silent reading intervention program utilized by Language Arts teachers
- Read 180 - blended learning program utilized in Intensive Reading classes for low performing readers.
- FloridaStudents.org- modules to assist students in ELA, Math, and Civics standards
- Khan Academy- online tutorials specific to student needs based on a pre-test in mathematics classes

Mentoring Program- a one on one student to teacher mentoring program where mentors meet with students regularly to discuss areas needing improvement

Students with Disabilities (SWD) and Best Practices for Inclusive Education:
Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Increase the percentage of parents involved in the School Advisory Council to better represent the community demographics through PTO, social media cites, edline and parent link connections as well as Parent Universities held throughout the year.

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.

IMS has an established Parent Teacher Association (PTA) that works with teachers to obtain and provide support from local businesses to fund student driven activities on campus including our SOAR celebrations. The Future Business Leaders of America and our Pre-Business Academy partner with local restaurants for fundraising. In addition, local landscape companies donate materials for use in our school gardens.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Koerner, Kathryn	Principal
Duhy, Scott	Assistant Principal
Sheffield, Martest	Assistant Principal
Gordon, Dawn	Assistant Principal

b. Duties

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

School leadership team members meet weekly and gather data for students who are struggling academically and/or behaviorally. Input is sought from all academic teachers, parents, administration and outside agencies in their efforts to establish interventions which will facilitate the student's ability to meet with success across settings. School leadership team meets twice a month with grade level and departments to discuss curriculum, testing, and school improvement strategies with teachers.

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.

Independence Middle School has initiated and implemented both School Based Team (SBT) and School Wide Positive Behavior Support Team (SWPBS) frameworks using data from Educational Data Warehouse (EDW), Performance Matters/Unify, and the Student Information System (SIS) to identify targets, trends and patterns both school wide and by grade level. Positive Behavior and School Based Teams at IMS integrate academic/behavioral instruction and interventions. Universal Tier 1 supports have been developed for our school wide matrix of positive behaviors for all students. School wide systems of rewards are scheduled weekly (Fun Lunch Friday), and at mid-terms both semesters (SOAR Celebrations). Expectations will be reiterated during SOAR celebrations for students who adhered to the expectations with less than four infractions per half-term while students who had four or more infractions will be targeted for Tier 2 identification and small group instruction in an area separate from the SOAR celebration. IMS is developing Tier 2 supports and is working toward training to implement strategies for Tier 3 curriculum.

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Students are identified and provided additional support through Tier 2 small group instruction when: they do not adhere to the school wide universal behavioral expectations, are identified as a member of the academically lowest performing 25% and/or incur more than (a level yet to be determined) of behavior referrals for Level 2 infractions.

C.T.E. funds from the school district are divided evenly by the five C.T.E instructional teachers based on a specific dollar amount for each child in the class. These funds are used to buy consumable items pertinent to career simulation activities.

C.T.E. funds provided additional funding for our career education lab which resulted in new computers for the lab.

Nutrition programs provide for free breakfast for all students.

Intensive Reading classes are funded to assist with students not meeting Reading progression.

Middle School Course Recovery is offered to students needing to earn core credits to meet student progression.

A mentoring program is put in place for tier two students that might need some extra support at school to assist with specific areas of concern (grades, attendance, behavior, organization, etc.)

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katie Spitzig	Teacher
Lisa Petroccia	Teacher
Kelly Wandoff	Parent
Debi Franklin	Teacher
Diane Zimmer	Teacher
Devyn Koerner	Student
Katie Spitzig	Teacher
Kathryn Koerner	Principal
Bonnie Brent	Teacher
Matthew Fredericks	Teacher
Melissa Woods	Parent
Julie Mitchell	Parent
Shelby Burg	Teacher
Barbara Appleby	Teacher
Karen Gulczewski	Teacher
Susan Franklin	Education Support Employee
Brian Fowler	Parent
Melissa Kazakavage	Teacher
Michelle Borenstein	Business/Community
Caroline Jensen	Parent
Rae Shaheen	Parent
Mindy Hotchkiss	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

School Improvement Plan is presented to SAC each school year for review and discussion before voting for approval. Any modifications from SAC are discussed prior to voting for approval.

b. Development of this school improvement plan

The SAC will review the School Improvement Plan presented by the staff and provide input into modifications, improvements and funding needs as it relates to the academic, behavioral, cultural and budgetary success of the school.

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

The SAC makes recommendations to the school administration during SAC meetings.

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

School Improvement funds will be allocated according to the expected improvements noted in section 2, not to exceed total budget of \$6000.00 which will utilize all School Improvement funds.

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.

Seeking support employee presence

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
Koerner, Kathryn	Principal
Duhy, Scott	Assistant Principal
Petroccia, Lisa	Instructional Media
Snyder, Elaine	Teacher, K-12
Sheffield, Martest	Assistant Principal
Vetere, Desiree	Teacher, K-12

b. Duties

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

To review student performance data in literacy to ensure we are on track for meeting our SIP objectives and that each student is meeting his/her desired level of performance.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Independence Middle School provides both grade specific and departmental meeting times each month for teachers to discuss curriculum, student data, professional development initiatives, and cross curricular activities. In addition, staff meets as a whole once a month for professional development, data analysis and curriculum updates. Administrators have been assigned to the four core content areas for assistance. In addition, teachers share ideas and lessons on the school I-drive. A teacher recognition program was started to recognize individual teachers for their dedication and commitment to school and students.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and

supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. (Strategic Initiative #1: Pillars of Effective Instruction)

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.

Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

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

IMS works closely with our interim teachers and practicum/internship students through our mentor teachers and administration as an investment into future educators/hires; while simultaneously working closely with HR to obtain HQ teachers. IMS also utilizes our Independence Middle Teacher Assistance Program (ITAP) to retain highly qualified beginning teachers; offering mentors to our beginning teachers and those new to IMS. ITAP educators are welcome to remain a part of this program even after their first year of teaching.

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

Beginning teachers are paired with mentors based on their instructional areas and meet regularly to discuss academic issues as well as general classroom concerns and ideas. Pairing beginning teachers with similar instructional area teachers is designed to assist them with a better understanding of their subject matter material and how to implement instructional practices. In addition, beginning teachers take part in the Independence Teacher Assistance Program (ITAP) which provides support and assistance to beginning and developing teachers new to Independence. This program covers a wide range of topics from day-to-day procedures, Marzano classroom techniques, to how to write a referral or strategies for classroom management.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Diagnostics, Reading Plus, Read180, MindPlay, Just Words, FSQ's, NGSQ's, USA's, EOC's, standardized tests and SRI scores help guide instruction for teachers of all subjects based on student performance. Teachers are asked to assess student scores on a variety of different tests (listed above) to ensure they are providing support in areas of need for all students in all subject areas.

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.

Independence Middle School staff routinely reviews student data individually, within grade level content areas, and as a department to identify areas of student strengths and weaknesses and then modifies instruction to meet the needs of their students. Modifications vary from types of instruction, peer mentoring, hands-on, tutorials and one-on-one extra help.

Diagnostic results drive instructions and struggling students are identified using report card grades and offered tutorials.

Our math department utilizes the new HMH Larson and Go Math consumables in all classes which contain differentiated materials to assist low achieving students. The Reading Plus program is utilized in all Language Arts classes as well as READ 180 in our Intensive Reading classes. A school-wide Read is in place for all students and staff on a yearly basis. Our Social Studies classes, like all other departments are actively engaged in writing across the curriculum. In addition, our Science department provides hands on inquiry activities supported by "making sense" components incorporating literacy goals. Just added this year is Newsela.com, an online reading sight allowing for variances in lexile levels.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Students with disabilities:
provide specialized instruction based on IEP 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: Extended School Day

Minutes added to school year: 2,376

Homework assistance available daily in any subject,
Computer research available,
Technology lab available for use
Students interact on various socioeconomic and ethnic backgrounds

Strategy Rationale

Research supports a correlation between increased scores on standardized test and students who engage in diverse cultures and those who increase the number of minutes reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kraemer, Tom, tom.kraemer@palmbeachschools.org

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

Review of nine week progress reports and report cards

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming and outgoing, guidance meets with students

Incoming - 5th graders are offered tours during schedule pick-up. First day of school classroom teachers pick up students from cafeteria. We offer a transition period for new students without consequence while students adjust to IMS standards and procedures. Guidance visits with elementary schools to discuss middle school opportunities.

Outgoing - high schools visit IMS for our 8th graders to share programs and opportunities.

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.

Career Day- have business people from the community come in for a half a day to speak to students about their jobs and what educational background they needed to obtain their position.

Future Business Leaders of America

Academies

High School Choice Programs presentations

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

All academy C.T.E. courses offer guest speakers, job shadowing, career education as well as career research and workplace skills simulations.
Web design course offers an industry certification test at the conclusion of the school year to students not in the pre-business academy

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

Academies offer a three-year career themed focus that links to the high school academy programs. Annual career day where students see five different professionals discuss their careers and the steps it took for them to reach the positions they are in. Students fill out a worksheet with information they learn from each professional and then choose a profession they would like the best from the five they listened to and why.

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.

Academies offer a three-year career themed focus that links to the high school academy programs. In addition, academic classes integrate career and technical education into the curriculum.
Career Day
High school visit in the Spring to discuss programs, classes, and expectations of high school.
Teachers collaborate with local high school teachers to help bridge the students from middle school to high school

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If we deliver effective, relevant and rigorous instruction to meet the needs of all students, then we will ensure high school readiness.

- G2.** If we establish a positive and supportive school climate, then we will improve the outcomes of students identified by our early warning system.

Strategic Goals Detail

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

G1. If we deliver effective, relevant and rigorous instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G094850

Targets Supported 1b

Indicator	Annual Target
High School Readiness	93.7
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	75.0
ELA Achievement District Assessment	80.0
FSA Mathematics Achievement	80.0
Statewide Science Assessment Achievement	80.0
Civics EOC Pass	90.0
High School Readiness	83.7

Targeted Barriers to Achieving the Goal 3

- Increased number of ESOL and ESE students
- Students do not have access to internet at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom computer and computer labs
- Community Language Facilitator
- Added ESE support
- ESOL Language Arts classrooms
- ESOL Intensive Reading Class

Plan to Monitor Progress Toward G1. 8

Performance Matters, EDW, SRI and Reading Plus data

Person Responsible

Kathryn Koerner

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Performance Matters, EDW, SRI and Reading Plus data will be analyzed quarterly to monitor student performance toward goal.

G2. If we establish a positive and supportive school climate, then we will improve the outcomes of students identified by our early warning system. 1a

G094851

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	25.0
Discipline incidents	90.0
School Climate Survey - Staff	90.0

Targeted Barriers to Achieving the Goal 3

- Student attendance
- Student discipline issues
- Instructional staff participation in swPBS School Assessment Survey

Resources Available to Help Reduce or Eliminate the Barriers 2

- SWPBS Initiatives and Incentives

Plan to Monitor Progress Toward G2. 8

Performance Matters, EDW, SRI, Reading Plus data, student attendance and discipline data

Person Responsible

Kathryn Koerner

Schedule

Quarterly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Performance Matters, EDW, SRI, Reading Plus data, and student attendance and discipline data will be analyzed quarterly to monitor student performance toward goal.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective, relevant and rigorous instruction to meet the needs of all students, then we will ensure high school readiness. 1

G094850

G1.B1 Increased number of ESOL and ESE students 2

B255128

G1.B1.S1 Provide ESOL students with support from Community Language Facilitator as well as ESOL teacher. Create master board which supports ESOL students in all subject by providing ESOL support and ESOL strategies for all teachers. 4

S269597

Strategy Rationale

By providing a support system for ESOL students in all classes, ESOL students will continue to grow academically as well as socially.

Action Step 1 5

Teachers will receive training and support from CLF.

Person Responsible

Alexandra Pando

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Push-in support in the classroom, including translations and strategies for students

Action Step 2 5

ESOL students will utilize Reading Plus program

Person Responsible

Katie Spitzig

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

ESOL ELA teachers will utilize Insight reports and Reading Plus data to monitor progress

Action Step 3 5

ESOL students will receive native language support in general education classrooms

Person Responsible

Alexandra Pando

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

ESOL support teacher will monitor progress through Performance Matters data as well as classroom grades

Action Step 4 5

ESOL students will have class designed to support achievement in all classes

Person Responsible

Alexandra Pando

Schedule

On 6/1/2018

Evidence of Completion

Classroom grades, EDW, Performance Matters data, progress reports

Action Step 5 5

ESOL students scoring level 1 or 2 on their FSA will be placed in an ESOL intensive reading class

Person Responsible

Alexandra Pando

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

READ180 assessment data, Grades, Progress Reports

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

Analyze ESOL student data on Performance Matters and provide feedback to ESOL teachers

Person Responsible

Kathryn Koerner

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Performance Matters data and classroom assessments.

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

Analyze student growth via Reading Plus and Performance Matters

Person Responsible

Kathryn Koerner

Schedule

Quarterly, from 9/18/2017 to 5/30/2018

Evidence of Completion

Performance Matters and Reading Plus Insight reports

G1.B2 Students do not have access to internet at home **2**

 B255129

G1.B2.S1 In order to provide student access to computers, there will be a computer lab open to all students each morning. Additionally, the Media Center will be open 3 days a week for students to access the internet. **4**

 S269598

Strategy Rationale

By providing multiple opportunities for students to utilize computer labs, students who do not have access at home will still be able to complete computer-based assignments.

Action Step 1 **5**

Computer labs will be open additional hours for student access each morning

Person Responsible

Tom Kraemer

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lab sign-in sheets, Reading Counts and Reading Plus individual student data

Action Step 2 **5**

Media Center will be open 3 mornings/week to provide internet access as well as book checkout

Person Responsible

Lisa Petroccia

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Lisa Petroccia, teachers on duty in the media center

Action Step 3 5

Computer labs and laptop carts available to faculty for classroom instruction and support

Person Responsible

Warren Martin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Computer labs and laptop carts can be requested and utilized to support instruction

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

Administration will keep track of computer lab logs

Person Responsible

Kathryn Koerner

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

computer lab logs, EDW/Performance Matter reports, Reading Plus Data

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

Administration will monitor computer lab logs, EDW/Performance Matter reports, Reading Plus Data to make sure that the use of technological resources

Person Responsible

Kathryn Koerner

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

computer lab logs, EDW/Performance Matter reports, Reading Plus Data

G2. If we establish a positive and supportive school climate, then we will improve the outcomes of students identified by our early warning system. **1**

 G094851

G2.B1 Student attendance **2**

 B255130

G2.B1.S1 Create school-wide initiatives which promote attendance and support a positive school-wide culture and climate through our SOAR initiatives. **4**

 S269599

Strategy Rationale

By providing a culture and climate which fosters a positive environment, students attendance will increase.

Action Step 1 **5**

The PBS team will implement the Eagles' Nest incentive program

Person Responsible

Katie Spitzig

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student Eagles' Nest tickets, nine weeks drawings

Action Step 2 **5**

Continually monitor student attendance data with SWPBS team

Person Responsible

Warren Martin

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

SWPBS biweekly meetings, attendance clerk

Action Step 3 5

The PBS Team will implement SOAR initiatives for students who are on track

Person Responsible

Katie Spitzig

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

SOAR celebrations, Pep rallies, sporting events between the faculty and students

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

Administrative team will monitor departmental meetings.

Person Responsible

Kathryn Koerner

Schedule

Monthly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Departmental meeting agendas

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

Individuals assigned to monitor student achievement by department will utilize data to monitor.

Person Responsible

Kathryn Koerner

Schedule

Quarterly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Performance Matters and EDW data reports

G2.B2 Student discipline issues 2

B255131

G2.B2.S1 Create school-wide initiatives which promote positive behavior and support a positive school-wide culture and climate 4

S269600

Strategy Rationale

By providing a culture and climate which fosters a positive environment, students discipline issues will decrease

Action Step 1 5

Conducting "SOAR celebrations" and pep rallies for those students that have a limited number of behavioral infractions

Person Responsible

Warren Martin

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

using google spreadsheets, we will be tracking disciplinary referrals, tardy's, No ID infractions, and hallway behavior infractions

Action Step 2 5

Reward Field Trips for each grade level at the conclusion of a semester for those students that meet the requirements

Person Responsible

Martest Sheffield

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student disciplinary data listing the number of grade level detentions, referrals, and students receiving one or more F's in a course

Action Step 3 5

Students seen doing the right thing will receive an Eagle's Nest Chest coupon where they will be able to redeem during lunch for a small prize and also be placed in a drawing to receive a larger prize at the end of the nine weeks

Person Responsible

Diane Zimmer

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Eagle's Nest Chest drawings at the end of every nine weeks

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

Keep track of google spread sheet and have discussions with students that are receiving large amounts of infractions

Person Responsible

Scott Duhy

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google Spreadsheet

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

Keeping track of disciplinary referrals and grade level detentions

Person Responsible

Warren Martin

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Tracking the number of students not being able to attend celebrations, pep rallies and reward trips

Person Responsible

Warren Martin

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Google SpreadSheet

G2.B3 Instructional staff participation in swPBS School Assessment Survey 2

B255132

G2.B3.S1 Show nonparticipants the value and purpose in completing the swPBS School Assessment Survey to assist with enhancing school climate and decreasing school behavior infractions. 4

S269601

Strategy Rationale

To improve school culture and climate among staff and students via the results of the SAS.

Action Step 1 5

Conduct In-Service in the computer lab so that all staff can complete the SAS

Person Responsible

Shelby Burg

Schedule

Daily, from 10/16/2017 to 12/1/2017

Evidence of Completion

Data received from PBS Assessments on the results of the SAS

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

Receive print outs of the data received from the SAS

Person Responsible

Kathryn Koerner

Schedule

Weekly, from 11/3/2017 to 6/1/2018

Evidence of Completion

results will be discussed at the swPBS meeting held every other Friday morning, as well as at the November faculty meeting.

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

The PBS team will put things in place based on the feedback of the swPBS School Assessment Survey and we will continuously monitor for effectiveness of student achievement and outcomes

Person Responsible

Kathryn Koerner

Schedule

On 6/1/2018

Evidence of Completion

data collected from the SAS and student discipline data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B3.S1.A1 A360178	Conduct In-Service in the computer lab so that all staff can complete the SAS	Burg, Shelby	10/16/2017	Data received from PBS Assessments on the results of the SAS	12/1/2017 daily
G2.B1.S1.MA1 M384878	Administrative team will monitor departmental meetings.	Koerner, Kathryn	8/14/2017	Departmental meeting agendas	5/29/2018 monthly
G1.B1.S1.MA1 M384872	Analyze student growth via Reading Plus and Performance Matters	Koerner, Kathryn	9/18/2017	Performance Matters and Reading Plus Insight reports	5/30/2018 quarterly
G1.MA1 M384876	Performance Matters, EDW, SRI and Reading Plus data	Koerner, Kathryn	8/14/2017	Performance Matters, EDW, SRI and Reading Plus data will be analyzed quarterly to monitor student performance toward goal.	6/1/2018 quarterly
G2.MA1 M384884	Performance Matters, EDW, SRI, Reading Plus data, student attendance and discipline data	Koerner, Kathryn	9/18/2017	Performance Matters, EDW, SRI, Reading Plus data, and student attendance and discipline data will be analyzed quarterly to monitor student performance toward goal.	6/1/2018 quarterly
G1.B1.S1.MA1 M384873	Analyze ESOL student data on Performance Matters and provide feedback to ESOL teachers	Koerner, Kathryn	8/14/2017	Performance Matters data and classroom assessments.	6/1/2018 monthly
G1.B1.S1.A1 A360164	Teachers will receive training and support from CLF.	Pando, Alexandra	8/14/2017	Push-in support in the classroom, including translations and strategies for students	6/1/2018 semiannually
G1.B1.S1.A2 A360165	ESOL students will utilize Reading Plus program	Spitzig, Katie	8/14/2017	ESOL ELA teachers will utilize Insight reports and Reading Plus data to monitor progress	6/1/2018 weekly
G1.B1.S1.A3 A360166	ESOL students will receive native language support in general education classrooms	Pando, Alexandra	8/14/2017	ESOL support teacher will monitor progress through Performance Matters data as well as classroom grades	6/1/2018 daily
G1.B1.S1.A4 A360167	ESOL students will have class designed to support achievement in all classes	Pando, Alexandra	8/14/2017	Classroom grades, EDW, Performance Matters data, progress reports	6/1/2018 one-time
G1.B1.S1.A5 A360168	ESOL students scoring level 1 or 2 on their FSA will be placed in an ESOL intensive reading class	Pando, Alexandra	8/14/2017	READ180 assessment data, Grades, Progress Reports	6/1/2018 daily
G1.B2.S1.MA1 M384874	Administration will monitor computer lab logs, EDW/Performance Matter reports, Reading Plus Data to...	Koerner, Kathryn	8/14/2017	computer lab logs, EDW/Performance Matter reports, Reading Plus Data	6/1/2018 monthly
G1.B2.S1.MA1 M384875	Administration will keep track of computer lab logs	Koerner, Kathryn	8/14/2017	computer lab logs, EDW/Performance Matter reports, Reading Plus Data	6/1/2018 monthly
G1.B2.S1.A1 A360169	Computer labs will be open additional hours for student access each morning	Kraemer, Tom	8/14/2017	Lab sign-in sheets, Reading Counts and Reading Plus individual student data	6/1/2018 daily
G1.B2.S1.A2 A360170	Media Center will be open 3 mornings/ week to provide internet access as well as book checkout	Petroccia, Lisa	9/18/2017	Lisa Petroccia, teachers on duty in the media center	6/1/2018 weekly
G1.B2.S1.A3 A360171	Computer labs and laptop carts available to faculty for classroom instruction and support	Martin, Warren	8/14/2017	Computer labs and laptop carts can be requested and utilized to support instruction	6/1/2018 daily
G2.B1.S1.MA1 M384877	Individuals assigned to monitor student achievement by department will utilize data to monitor.	Koerner, Kathryn	9/18/2017	Performance Matters and EDW data reports	6/1/2018 quarterly
G2.B1.S1.A1 A360172	The PBS team will implement the Eagles' Nest incentive program	Spitzig, Katie	8/14/2017	Student Eagles' Nest tickets, nine weeks drawings	6/1/2018 monthly
G2.B1.S1.A2 A360173	Continually monitor student attendance data with SWPBS team	Martin, Warren	8/14/2017	SWPBS biweekly meetings, attendance clerk	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3 A360174	The PBS Team will implement SOAR initiatives for students who are on track	Spitzig, Katie	8/21/2017	SOAR celebrations, Pep rallies, sporting events between the faculty and students	6/1/2018 monthly
G2.B2.S1.MA1 M384879	Tracking the number of students not being able to attend celebrations, pep rallies and reward trips	Martin, Warren	9/25/2017	Google SpreadSheet	6/1/2018 monthly
G2.B2.S1.MA1 M384880	Keep track of google spread sheet and have discussions with students that are receiving large...	Duhy, Scott	8/21/2017	Google Spreadsheet	6/1/2018 monthly
G2.B2.S1.MA3 M384881	Keeping track of disciplinary referrals and grade level detentions	Martin, Warren	8/14/2017		6/1/2018 monthly
G2.B2.S1.A1 A360175	Conducting "SOAR celebrations" and pep rallies for those students that have a limited number of...	Martin, Warren	8/21/2017	using google spreadsheets, we will be tracking disciplinary referrals, tardy's, No ID infractions, and hallway behavior infractions	6/1/2018 monthly
G2.B2.S1.A2 A360176	Reward Field Trips for each grade level at the conclusion of a semester for those students that...	Sheffield, Martest	8/14/2017	Student disciplinary data listing the number of grade level detentions, referrals, and students receiving one or more F's in a course	6/1/2018 semiannually
G2.B2.S1.A3 A360177	Students seen doing the right thing will receive an Eagle's Nest Chest coupon where they will be...	Zimmer, Diane	8/14/2017	Eagle's Nest Chest drawings at the end of every nine weeks	6/1/2018 daily
G2.B3.S1.MA1 M384882	The PBS team will put things in place based on the feedback of the swPBS School Assessment Survey...	Koerner, Kathryn	11/1/2017	data collected from the SAS and student discipline data	6/1/2018 one-time
G2.B3.S1.MA1 M384883	Receive print outs of the data received from the SAS	Koerner, Kathryn	11/3/2017	results will be discussed at the swPBS meeting held every other Friday morning, as well as at the November faculty meeting.	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If we deliver effective, relevant and rigorous instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B1 Increased number of ESOL and ESE students

G1.B1.S1 Provide ESOL students with support from Community Language Facilitator as well as ESOL teacher. Create master board which supports ESOL students in all subject by providing ESOL support and ESOL strategies for all teachers.

PD Opportunity 1

Teachers will receive training and support from CLF.

Facilitator

Michelle Vidal, Gloria Borjas, Alexandra Pando

Participants

School Instructional staff and administration

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

G2. If we establish a positive and supportive school climate, then we will improve the outcomes of students identified by our early warning system.

G2.B3 Instructional staff participation in swPBS School Assessment Survey

G2.B3.S1 Show nonparticipants the value and purpose in completing the swPBS School Assessment Survey to assist with enhancing school climate and decreasing school behavior infractions.

PD Opportunity 1

Conduct In-Service in the computer lab so that all staff can complete the SAS

Facilitator

Vidal, Martin

Participants

all instructional staff

Schedule

Daily, from 10/16/2017 to 12/1/2017

VI. Technical Assistance Items

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