

St. Lucie Public Schools

Forest Grove Middle School



2017-18 Schoolwide Improvement Plan

Forest Grove Middle School

3201 S 25TH ST, Fort Pierce, FL 34981

<http://www.stlucie.k12.fl.us/fgm/>

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Forest Grove 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 mission of Forest Grove Middle School is to ensure that all students master instructional standards in a safe learning environment, and are prepared for high school and beyond.

b. Provide the school's vision statement.

Forest Grove Middle School, in partnership with parents and community, will become a school where all students will experience success with no exceptions!

2. School Environment

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

Forest Grove Middle School services students from grades 6-8. Students are assigned to FGMS through student assignment. We receive elementary students from primarily the North area of St. Lucie County. However, we have an Attractor program (Marine Oceanographic Academic) which comprises 130 +/- students and is available to any incoming 6th grader regardless of school zone if they meet entrance requirements.

Students and parents are able to attend Back to School Night which allows teachers and students to build positive relations of support. During that time students and parents are given information about student safety, behavior, and expectations of our Bulldog Culture. All students are placed on their respective grade teams by Guidance Counselors which enables them to receive a reading course at their level.

Cumulative folders, attendance history, behavioral history and academic history are a part of a team review. Student interviews are conducted to determine their goals for education. A calendar has been established to include bi-weekly progress monitoring reports, monthly parent nights, and events to encourage family participation throughout the school year. Planned discussions are a part of the process whereby teachers are trained how to address concerns with students on a regular basis and document interventions and resolutions as well as monitor interventions.

Master schedule implementations are geared for student success and increased teacher student relationships...these include:Implementation of "Literacy Blocks" school-wide with the conversion of vacant intensive reading positions. Implementation of teaming with the prioritization of collaborative planning. Implementation of the Reading Plus program for bottom quartile students/ bucket students...level 1, low level 2— teacher student ratio 15:1 Conversion of the 4 remaining intensive reading positions to critical thinking-utilizing The reading Plus program.Purchase of 100 plus student lap-tops utilized in the reading plus program and school-wide. Identification of advanced students for math advance classes and an advanced pathway in other content areas.Each team will have a group of advanced students in their rotation. Utilization of data (discipline, attendance, failures) to schedule "At Hope"students. Strategically scheduling ESE support facilitators within their area of expertise. New ESOL students strategically placed, not all on one team in one class. ESOL para-professionals develop a schedule based on student levels. All non-English speakers (NES) must be serviced within their classrooms.Ensure all teachers share the same planning time within their content area Schedule algebra/geometry students with the same elective period for easy pull-out (advanced student rotation schedule built) when they need additional academic support from the instructional

coaches.

Teaming (2 teams in each grade level) ensures continuous communication between teachers students and other school personnel. Team leaders meet weekly with their team to discuss student concerns and develop interventions. Subsequently, team leaders meet once per month with administration to discuss students who are still struggling academically, behaviorally or emotionally. Administration and guidance are alerted and refer students for additional services for resolutions. These services include mental health referrals, home visits, mentor-ship program, after-school services.

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

We are a Positive Behavior Intervention and Support school and a Kids at Hope site. 100% of our staff are trained in these strategies including food service and site maintenance.

Our induction process with our families builds mutual trust and that trust is built upon throughout the school year through monthly parent nights. Our families have access to see their child's progress in behavior, attendance, and academic performance through Skyward. There are computers available on site for families also. Parents are encouraged to also download SLPS Skyward Application.

Student led conferences will be done semester 1 and 2. Parents are invited to the school by their child to review their selected school work/projects and academic goals. Students will prepare for student led conferences through home-room and non tested subjects--6th grade-- social studies teachers, 7th grade-- science teachers and 8th grade--social studies teachers. Student led conference folders and forms will be provided to students and housed in their home-rooms.

Students have access to their school counselors upon request during school. Students can report all bullying incidents to deans, teachers and administration or any staff at all times. All staff and students were trained in identifying bullying and bullying prevention.

Before school students have the opportunity to eat breakfast and head directly to their HOME-ROOM classes. Character development lessons, PBIS and academic games are implemented to help students with the transitional period during scheduled home-room time.

After-school students have the opportunity to stay for tutoring, intramural sports and credit retrieval if applicable.

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.

Forest Grove Middle School is a Positive Behavioral Intervention Support school. Students are encouraged to display appropriate behaviors by earning Bulldog Bucks for following the school-wide expectations. These bucks can then be exchanged for an array of items at our Bulldog Pit or Bulldog Chances. Bulldog Bucks can also be used to attend PBIS BARK Events such as Dodge Ball and Bulldog Socials.

Forest Grove Middle School also has School-wide Expectations for the campus, cafeteria, classroom, and hallway/transitions.

Our school also has a FAST Code system which is used to call for assistance based on the level of behavior being exhibited by the student at the time. Code 1: elopement of student, Code 2: high-

magnitude behaviors, Code 3: major disruption on campus/fight; Use clear and concise language when calling for help for medical emergencies; examples: "An AED is needed in the gym immediately," "an Epipen is needed for John Smith or JS in the cafeteria," "First Aid needed on the playground immediately." Code Red: Immediate Campus Lockdown. Teachers are required to complete a Behavioral Incident Report for minor teacher managed behaviors and a Referral for office managed behaviors or as directed by a Dean or Administrator. Teachers are encouraged to try up to three interventions with data collection prior to referring the student to the Problem Solving Team. Referrals are processed by using the St. Lucie County Code of Conduct.

All of our staff members are trained in PBIS and the FAST Code protocol.

Also within our PBIS plan is a flowchart protocol for teachers to follow in regards to Classroom Managed behaviors versus Office Managed behaviors. The plan also includes a hierarchy of interventions for teachers to try prior to having the student removed from class or receiving a referral.

Forest Grove Middle School is also a CHAMPs school. CHAMPs is a classroom management system by which students are taught classroom rules/procedures for voice levels, test taking, direct teacher instruction, collaborative groups, etc. At the start of the school year, each teacher takes a chunk of time to teach the CHAMPs of their classroom. This is done daily for the first week of school in each class and can be taught up to 21 days scaling back on the amount of time dedicated to teaching the procedures with the intent that the CHAMPs will only need to be referenced when a student needs a reminder.

We celebrate success as our children are awarded prizes by team leaders and administration monthly such as Student of the Month. Gold, Silver, and Red cards are rewards for academic and behavior support throughout the year. Students are also featured in our bull-dog bulletin and pictures are displayed on large bulletin boards in the main office area.

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.

We have several agencies that have partnered with our school to provide an array of services, two full time guidance counselors, a part-time graduation coach, a part-time school psychologist and social worker. We also have two student conduct counselors/deans and a school resource deputy. These counselors and supports work with individual students, small groups, and whole classrooms depending on needs.

We have a tiered system of supports for academic and behavioral needs. Our universal school-wide behavioral system is PBIS and Kids at Hope. We also use CHAMPS within each classroom. Tier II and III supports would include a Check in/out with a mentor and a Check and Connect program.

A community organization called Men of the Sword also provides mentoring support to identified male students identified as needing additional behavioral and social skills support. FGMS is also part of the counties speakers Bureau participant--students will have the opportunity to hear the true life story of prominent professional community leaders. This will occur 3 times this year.

School-wide mentor-ship program (POWER) is implemented--students who display behavioral concerns are assigned to a mentor and will be participants in a monthly community mentor-ship program upon parent approval. School staff volunteer to be mentors and meet with their men-tee at least once per week. The men-tee develops goals and with their mentor work diligently to achieve these goals. There are 3 levels of mentor-ship based on student need(attendance, discipline and academic) Parents are a part of the mentor-ship program where the progress of their child is reported

each week via phone or face to face meeting. Students who display high risk factors will be assigned a mentor as well as meet weekly with their assigned counselor.

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.

Attendance:

Teachers take period-by-period attendance. Each team of teachers with their assigned team leader reviews data on attendance weekly.

Our Attendance Committee meets monthly to review all student's attendance data. This committee is composed of the attendance clerk, social worker, guidance counselors, administration and teachers. Students with severe attendance concerns will be assigned a mentor through the school -wide mentor-ship program POWER. Students are expected to check in with their mentor each morning before going to home-room. Parents have a bi-weekly progress report which includes attendance data. We utilize our social worker for home visits as children display a pattern of non-attendance at school. We expect 95% attendance for students. Students being monitored by Attendance Committee will also monitor and chart their own attendance as part of their data chats weekly. The FGMS Attendance Process is being implemented school wide-- STEP 1

Teacher notices student is absent 2 consecutive days from their class in a week period and will call home. (Use your discretion, call home for 1 day if needed!) If student continues to be absent, an alert (email) will be sent to the appropriate Guidance Counselor. STEP 2 --Guidance Counselor will contact the student and call home. Letters are also sent home if student is absent five days in a 90 day period by the school social worker.

STEP 3---A report will be pulled each month by the attendance clerk of students who have at least 10 unexcused absences and the school social worker will call those students in and contact the home. A Guidance Counselor will be present and if necessary an Assistant Principal or Dean. This process will begin mid-September.

Suspensions:

Our goal is to provide alternatives to In School and Out of School suspensions by utilizing behavioral interventions to include counseling and teacher's classroom behavior model (CHAMPS) and mentoring.. Behavior technicians and paraprofessionals are assigned to classrooms with students who have a pattern of disruptive behavior as support. In response to a need to reduce the number of students receiving out of school suspensions while also reteaching expectations, we have utilized a partnership with the Project Rock organization. When a student has been identified for an out of school suspension for the first time within the school year, as an alternative they spend that time at Project Rock. With the support of St. Lucie Public Schools transportation, we provide students transportation to and from the Project Rock center. While there, students complete their classroom under the guidance of adult supervision. They also receive counseling concerning appropriate behaviors and social skills.

All suspensions 9 in school or out of school) are reviewed by the principal upon occurrence of the incident. Parents are notified immediately of the suspension and the incident causing such a consequence. Parents are requested to conference with the principal and assigned dean upon return. If the parent/guardian does not attend the conference the conference will be held with the student/ PST team. A behavioral agreement will be developed and initiated with the team. This document will be delivered to the students residence by the school social worker or designated school personnel. Parents/guardians are encouraged to be a part of this process.

Level I Math/ELA:

Identified students who scored Level 1 in either math or ELA are scheduled into an additional Intervention course to receive remediation specific to their academic needs. Students may be receiving intensive support in both ELA and math as needed.

Students school-wide have access to the new Reading Plus program and I-Ready Math and Reading. Reading Plus is provided daily in all research and critical thinking classes. progress monitoring occurs daily.

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	72	73	0	0	0	0	0	145
One or more suspensions	0	0	0	0	0	0	50	82	0	0	0	0	0	132
Course failure in ELA or Math	0	0	0	0	0	0	52	60	40	0	0	0	0	152
Level 1 on statewide assessment	0	0	0	0	0	0	124	122	109	0	0	0	0	355
Retentions	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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	88	98	28	0	0	0	0	214

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

Attendance: Forest Grove Middle School has an attendance committee that reviews attendance of students. The social worker will then contact the families of students who are of concern to investigate what may be at the root of the attendance issue. Teams review attendance with the students and speak to them about the importance of being in school.

Suspensions: Forest Grove Middle School offers different options in lieu of suspension. Level 2 options include After School Detention and the Behavior Intervention Classroom (BIC). When in BIC the students complete lessons based on the behavior that was exhibited. They also complete course work for the classes they miss on E2020, a computer-based program. Behavior Intervention Class is regular school hours. After School Detention is Monday through Thursday, 4:00-6:00 PM. In response to a need to reduce the number of students receiving out of school suspensions while also reteaching expectations, we have utilized a partnership with the Project Rock organization. When a student has been identified for an out of school suspension, as an alternative they spend that time at Project Rock. With the support of St. Lucie Public Schools transportation, we provide students transportation to and from the Project Rock center. While there, students complete their classroom under the guidance of adult supervision. They also receive counseling concerning appropriate behaviors and social skills.

Course Failure: For students who have failed courses we offer an after-school program Monday thru Thursday from 4:00pm to 6:00pm. Transportation is provided. During this time students work with certified teachers to complete the semesters of work that they have failed. Students may also attend

the after-school program for tutoring in hopes of passing current exams or courses. Failures are monitored weekly by administration-- failure reports are pulled weekly and reviewed by the leadership team. Team leaders utilize this report weekly to share with their team and meet with identified students. Students with 2 plus class failures meet with guidance and guidance notifies parents and develop a plan of action.

Potentially Retained 8th Grade Students: Currently there are 59 8th grade students who have been or are at risk of being retained due to failed core classes in prior years. Each administrator and instructional coach, and the assessment coordinator, has been assigned a portion of these students to mentor and will meet weekly with each student to monitor progress and eliminate barriers to successful promotion to 9th grade.

All 8th grade teachers have been alerted to who these students are. (of these students are taking credit retrieval during school. A plan of action is in place.

Plan of Action

1. We are sending a letter home immediately to officially notify parents that their child is in jeopardy of NOT graduating middle school
2. Counselors will be meeting with each of these students by then end on the month to let them know they cannot fail any more classes(counselors will monitor academic progress weekly).
3. Deans will meet with students who are failing 4 plus classes and have discipline concerns-- they will monitor discipline weekly
4. Students identified with 3 or more risk factors (failing, non-attendance and discipline concerns) will be assigned a mentor (list forth-coming)
5. It will be mandatory for the identified students to attend after-school tutoring and credit retrieval
6. Team leaders will communicate bi-weekly with administration and their colleagues about the students progress in their class

The establishment, implementation and continuous monitoring of all students who struggle academically will be addressed by an organization called Y.A.L.E- (Youth Academy of Leadership and Excellence). YALE targets students who are struggling academically by providing tutoring before and after-school by certified teachers working at the school. Students are provided with remediation in all core classes/subjects. Students are monitored for growth and or improvement.

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?

Yes

1. PFEP Link

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

2. Description

N/A

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.

We have the following partnerships established within our school:

- Health Department
- HMH
- PBIS donations
- Chamber of Commerce
- Walmart
- IRSC (Minority Affairs)
- Our School Advisory Committee has members from different agencies from the community.
- Men of the Sword- mentorship

Principal and school leadership team will be visible at community events.
 principal has designated staff responsible for community relations (Sean Connor and Victoria Kelly)

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
Miller-Buchanan, Monarae	Principal
Barriner, Katina	Instructional Coach
Dennis, Nakysa	Instructional Coach
Sexton, Tari	Assistant Principal
Archer, Adam	Instructional Coach
Rogers, April	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.

There are two administrators at our school: Monarae Miller-Buchanan is the Principal. Tari Sexton is the Assistant Principal. We use a Tiered system for Leadership as follows:

Tier I - Administrative Leadership

Administrators, Instructional Coaches

This team meets each Monday to form and monitor progress towards School Improvement Plan goals. They are the board for all FGMS Data Chats on attendance, behavior, and academic performance.

Tier II Teacher Leaders - Teams

- 6th Grade Team Leader Jaguars - Sue Campbell
- 6th Grade Team Leader Panthers - Mary McKelvin
- 7th Grade Team Leader All Stars - Ken Farrell
- 7th Grade Team Leader Top Dogs - Kay Hall
- 8th Grade Team Leader Chargers - Erika Cordovano

8th Grade Team Leader Voyagers - Summer Nichols
 Reading - April Rogers
 Math - Nakysa Dennis
 Science- Adam Archer
 Social Studies/Civics- Adam Archer
 Language Arts- Katina Barriner
 ESE - James Walukiewicz

This team meets weekly with their team of core content teachers and ESE support teachers to review individual student academic and behavioral data. The teachers meet with their MTSS Check in/out groups to create graphs and goals.

Tier III Instructional Teacher Leaders
 ELA - Katina Barriner
 Science - Adam Archer
 Social Studies - Adam Archer
 Reading- April RogersSheterica Cain
 Math - Nakysa Dennis

These leaders support our Professional growth within their content and collaboratively plan units of instruction.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Improvement Plan is the central planning guide for alignment of all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Weekly meetings of Tier I Leadership are held to monitor progress towards goals, examine school-wide data, plan and implement interventions, and coordinate resource allocation.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
TBA	Business/Community
Monarae Miller-Buchanan	Principal
Mrs. Young	Parent
Tari Sexton	Education Support Employee

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

SAC approved the School Improvement Plan and budget. SAC monitored the impact of School Improvement Plan strategies on student performance data at every meeting when the data is available, and made recommendations through adjustments as appropriate and as suggested by the data. All changes were recommended to the School Improvement Plan, the SAC approved them by vote before implementation.

b. Development of this school improvement plan

SAC: Assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.

The School Advisory Council (SAC) assisted in the preparation of the elements/data contained within the plan. The school advisory council annually approves and monthly reviews the SIP.

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

SAC: Assists the principal in the school's annual budget..."With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

SAC: Approves of the expenditure of school improvement funds.

Our SAC reviews funding allocations and assists in the utilization of Title I and SAC funding sources for the direct benefit of students and parents.

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

The schools were not allocated new School Improvement funds last year. We were frugal and saved our funds to utilize for student and staff incentives as part of our PBIS plan.

We utilized funding as follows:

Students

Staff

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
Rogers, April	Instructional Coach
Barriner, Katina	Teacher, K-12
Sexton, Tari	Assistant Principal
Miller-Buchanan, Monarae	Principal
Archer, Adam	Instructional Coach

b. Duties

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

The LLT is comprised of the Instructional Coach, all ELA teachers, and administration. The LLT meets weekly to discuss literacy strategies and best practices for improving student achievement in Reading and Language Arts. where they are working on collaborating and designing Unit Plans within the St. Lucie County and ELA Framework.

The team will support increased performance in other tested subjects in the following manner: In 8th grade, Reading teachers will use Science informational text in alignment with the district's Science Scope and Sequence. Students who need support for reading in science will be identified for pull-out, small-group instruction in vocabulary and text structures that will provide opportunities for success in both the reading of informational text and science content addressed by the NGSSS Science test. In 7th grade, the same process will be used for Civics to prepare students for the Civics EOC exam.

Focus on supporting core curriculum instruction by aligning content in these areas with informational text as identified in the Scope and Sequence. Identify students in the lowest 25% for specific, direct instruction in a small pull-out structure throughout the year.

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.

Our teachers have a 45 minute common planning time each day during their planning period. Teachers work collaboratively to plan lessons and review student data. Title I allows the teachers additional time to collaboratively work on lesson development after school hours. We also have Professional Development opportunities on Tuesdays for all teachers and allocations for substitutes for teachers to observe quality instruction taking place with their peers. Instructional coaches are deeply involved with improving standards-based instruction through modeling, co-teaching, observing, and providing feedback to teachers in their departments.

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

Attend Great Florida Teach-In, Post Vacancies on the district web site; District staff post vacancies on the Teachers-Teachers web site. Principal is responsible for recruitment and retention. Retention practices include the district and school induction systems

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

Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.

- Attend 3 District Cohort meetings to obtain needed professional development.
- Utilize release time for teacher observations.
- One-on-one support and coaching provided by mentor and district liaison.
- Observe a highly effective teacher.
- Complete and document target skills/activities on log.

Meet weekly with mentor at the school to obtain support based on a directed schedule of activities, and to request any additional support needed to be successful in the first year of teaching.

Pairings: New Teachers will be paired with a mentor who has a strong record of student performance in the tested subject. Rationale: Improve student performance.

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.

FGMS aligns its instructional programs with the District vetted curriculum resources. Our Frameworks document is used in designing effective instruction based on Florida Standards and the assessments developed to measure students' acquisition of knowledge and skills related to the Florida Standards. In core subjects, common assessments are used with each unit; following the assessment, teachers are required to develop differentiated lessons that remediate groups of students who were not successful on the assessment, and provide enrichment activities for those who demonstrated success. Subsequent opportunities are provided for students with deficiencies to demonstrate learning.

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.

FGMS uses data in the school wide planning of goals and resource allocation for the academic year. Multiple sources of data are gathered: FSA scores for reading, math, and writing will be used when that data is available; FCAT 2.0 Science data, EOC scores for Civics, Algebra I and Geometry; Unit assessments; iReady Diagnostic progress monitoring scores; reading Plus diagnostics and monitoring and four FSA Writing practice assessments. State data is used to establish annual goals; local data will be monitored and acted on during weekly collaborative planning sessions.

Instruction is modified or supplemented to assist all levels of students by offering Tier I and Tier II courses. Examples include 90 minute ELA and Research or Critical Thinking for students scoring level 1 or 2 on FCAT 2.0 in reading and math. Advanced reading utilizing reading plus and math (Algebra I and Geometry) are offered for the most proficiently scoring students. Students scoring at the proficient levels in math and reading are placed in courses to further develop and challenge their achievement.

Students who are not making adequate progress in tier one instruction are provided differentiated

instruction in a smaller group setting in all classrooms. This is an action item contained within our School Improvement Goal 1. FGMS implements the MTSS model; sites have a core, group and individual Problem-Solving Teams comprised of coaches, teachers, school leaders and district support personnel. These teams evaluate instruction and intervention at all tiers and make adjustments to the instruction and intervention based on data.

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

Strategy: After School Program

Minutes added to school year: 18,000

Students have after-school Credit Retrieval opportunities Monday-Thursday from 4-5:45 PM.

Strategy Rationale

Reduce the retention rate due to failed core academic courses; Increase learning; Support classroom instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Barriner, Katina, katina.barriner@stlucieschools.org

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

Reports from Edgenuity documenting course completion by students

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.** Standards-Based Instruction in all classrooms.
- G2.** Use Data to drive instruction and monitor individual student progress towards standard mastery

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. Standards-Based Instruction in all classrooms. 1a

G096317

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	45.0
FSA Mathematics Achievement	42.0
Math Gains	56.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	46.0
Civics EOC Pass	65.0
Algebra I EOC Pass Rate	98.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Some teachers struggle with implementing standards-based instruction.
- Some teachers are not delivering standards-based instruction at the depth of knowledge required by the standard.
- Some teachers struggle with the creation of lesson plans aligned to standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Structured Planning Time
- Provide support regarding the use of test item specifications to plan for instruction which meets the complexity of the standard.
- Encourage the use of CPALMS lesson plans and assessments.
- Instructional Coaches
- Planning Resource Binders/Spirals

Plan to Monitor Progress Toward G1. 8

Data from Element 44: identify teachers with ratings below Applying in this element; provide PD in Standards-Based Instruction and Depth of Knowledge.

Person Responsible

Terrance Davis

Schedule

Monthly, from 9/15/2016 to 4/8/2017

Evidence of Completion

IObservation notes to teachers addressing Element 44 when at less than Applying; providing feedback to teachers on how instruction or tasks did not meet the complexity of the standard.

Plan to Monitor Progress Toward G1. 8

DOK Level of Questions/Tasks. Provide non-evaluative feedback to teachers and provide PD opportunities in aligning questions/tasks with appropriate DOK levels.

Person Responsible

Michelle Herrington

Schedule

Every 3 Weeks, from 9/1/2016 to 4/8/2017

Evidence of Completion

DOK level notes from walk-throughs; PD session sign-in sheets

Plan to Monitor Progress Toward G1. 8

Provide ongoing support in using the Test Item Specifications to ensure instruction and tasks are standards-based.

Person Responsible

Michelle Herrington

Schedule

On 5/25/2017

Evidence of Completion

Classroom walkthrough data; common unit assessment data

G2. Use Data to drive instruction and monitor individual student progress towards standard mastery 1a

G096318

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	40.0
FSA Mathematics Achievement	42.0
Math Gains	56.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	46.0
Civics EOC Pass	65.0
Algebra I EOC Pass Rate	98.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers are provided district common assessments, but will need support in using the data to inform instruction. Teachers not provided district common assessments will need to create assessments.
- Teachers lack support for providing remediation/enrichment activities following assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches will support facilitate the analysis of common unit assessments and forward planning using the data.
- Time will be provided for the analysis, reflection, and planning using common unit assessment data.
- Coaches will assist with data disaggregation and enrichment/remediation activities.

Plan to Monitor Progress Toward G2. 8

Collection of disaggregated data from each unit assessments and common assessments

Person Responsible

Monarae Miller-Buchanan

Schedule

Weekly, from 9/8/2017 to 6/1/2018

Evidence of Completion

Disaggregated data reports from tested subjects

Plan to Monitor Progress Toward G2. 8

Grade books will be monitored for adjusted unit tests following remediation.

Person Responsible

Monarae Miller-Buchanan

Schedule

Weekly, from 9/8/2017 to 6/1/2018

Evidence of Completion

'R/E' in Notes section of grade books will reflect remediation/enrichment adjusted unit grades.

Plan to Monitor Progress Toward G2. 8

Meeting agendas, lesson plans and reflective notes after all collaborative meetings and data meetings will reflect plan of action for remediation strategies

Person Responsible

Monarae Miller-Buchanan

Schedule

On 6/1/2018

Evidence of Completion

Lesson plans, agendas and reflective notes after all collaborative planning and data analysis meeting

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. Standards-Based Instruction in all classrooms. 1

G096317

G1.B1 Some teachers struggle with implementing standards-based instruction. 2

B259173

G1.B1.S1 Provide Ongoing Professional Development, support, and feedback in Standards Based Instruction Provide Structured Collaborative Planning with continuous support and monitoring Identify teachers who would benefit from coaching and implement coaching 4

S274477

Strategy Rationale

Some teachers continue to struggle with Standards-Based Instruction and with the new Florida Standards.

Action Step 1 5

Collaborative Planning

Person Responsible

Terrance Davis

Schedule

Biweekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Sign-In Sheets Lesson Plans Evidence of Standards-Based Instruction in Classroom Walkthroughs

Action Step 2 5

Develop and implement a classroom walkthrough schedule to gather data related to Standards-Based Instruction and Cognitive Complexity level of student tasks.

Person Responsible

Terrance Davis

Schedule

Monthly, from 9/8/2016 to 6/3/2017

Evidence of Completion

Data will be collected based on the following 2 questions: 1. Is Standards-Based Instruction evident? 2. What is the Depth of Knowledge of the teacher questions/student tasks? CWTs will focus on one department at a time; non-evaluative trend data for the department will be presented to the department following each series of CWTs.

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

Classrooms Observations, Classroom Walk-through Data Sheets

Person Responsible

Terrance Davis

Schedule

Weekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

Data which indicates an increase in standards-based instruction and standards-based tasks

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

Classroom Walkthroughs and Analysis of Common Assessment Data

Person Responsible

Terrance Davis

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

CWT data will reveal an increase in SBI and SBT and student achievement will increase

G2. Use Data to drive instruction and monitor individual student progress towards standard mastery 1

G096318

G2.B1 Teachers are provided district common assessments, but will need support in using the data to inform instruction. Teachers not provided district common assessments will need to create assessments.

2

B259177

G2.B1.S1 Provide support in the analysis of district common unit assessments where provided. For courses without common unit assessments, require and support teachers in the creation and analysis of common unit assessments. 4

S274479

Strategy Rationale

Systematic and regular analysis of common assessments will provide data for school-wide performance analysis, and a basis for grouping for differentiation.

Action Step 1 5

Require review and analysis of common assessment data after each unit assessment.

Person Responsible

Monarae Miller-Buchanan

Schedule

Weekly, from 9/8/2016 to 6/1/2018

Evidence of Completion

Copies of common assessments

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

Monitor analysis of data during collaborative planning

Person Responsible

Michelle Herrington

Schedule

Biweekly, from 9/10/2016 to 5/13/2017

Evidence of Completion

Sign-In Sheets, Agendas

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

Teachers will use the data from common unit assessments to drive instruction

Person Responsible

Michelle Herrington

Schedule

Weekly, from 8/31/2016 to 5/25/2017

Evidence of Completion

Increased student achievement

G2.B1.S2 Provide support through instructional coaches for differentiated grouping after each unit test with remediation and enrichment activities. 4

 S274480

Strategy Rationale

Teaching will shift to mastery as opposed to exposure, resulting in deeper learning by all students.

Action Step 1 5

Require data analysis/grouping/remediation or enrichment after each unit assessment

Person Responsible

Monarae Miller-Buchanan

Schedule

Biweekly, from 9/8/2017 to 6/1/2018

Evidence of Completion

Grade books reflect r/e (remediation/enrichment) note to reflect new assessment grade, increased student achievement

Action Step 2 5

Require meeting agenda and notes after each collaborative planning and lesson planning

Person Responsible

Monarae Miller-Buchanan

Schedule

On 6/1/2018

Evidence of Completion

Lesson plans, agendas and reflective notes

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

Collaborative planning sessions, including the analysis of data sessions

Person Responsible

Michelle Herrington

Schedule

Weekly, from 8/29/2016 to 5/25/2017

Evidence of Completion

Sign-in sheets from collaborative planning sessions, increased student achievement

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

Coaches will participate in all collaborative planning sessions to ensure the data is being used to plan for differentiated instruction. Classroom walkthroughs will be conducted to look for teachers provided differentiated instruction to students based on unit assessment data.

Person Responsible

Michelle Herrington

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Classroom walk-through data, increased student achievement

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					
G1.MA1 M396051	Data from Element 44: identify teachers with ratings below Applying in this element; provide PD in...	Davis, Terrance	9/15/2016	Observation notes to teachers addressing Element 44 when at less than Applying; providing feedback to teachers on how instruction or tasks did not meet the complexity of the standard.	4/8/2017 monthly
G1.MA2 M396052	DOK Level of Questions/Tasks. Provide non-evaluative feedback to teachers and provide PD...	Herrington, Michelle	9/1/2016	DOK level notes from walk-throughs; PD session sign-in sheets	4/8/2017 every-3-weeks
G2.B1.S1.MA1 M396055	Monitor analysis of data during collaborative planning	Herrington, Michelle	9/10/2016	Sign-In Sheets, Agendas	5/13/2017 biweekly
G1.MA3 M396053	Provide ongoing support in using the Test Item Specifications to ensure instruction and tasks are...	Herrington, Michelle	9/14/2016	Classroom walkthrough data; common unit assessment data	5/25/2017 one-time
G2.B1.S1.MA1 M396054	Teachers will use the data from common unit assessments to drive instruction	Herrington, Michelle	8/31/2016	Increased student achievement	5/25/2017 weekly
G2.B1.S2.MA1 M396056	Coaches will participate in all collaborative planning sessions to ensure the data is being used to...	Herrington, Michelle	9/1/2016	Classroom walk-through data, increased student achievement	5/25/2017 weekly
G2.B1.S2.MA1 M396057	Collaborative planning sessions, including the analysis of data sessions	Herrington, Michelle	8/29/2016	Sign-in sheets from collaborative planning sessions, increased student achievement	5/25/2017 weekly
G1.B1.S1.MA1 M396049	Classroom Walkthroughs and Analysis of Common Assessment Data	Davis, Terrance	9/2/2016	CWT data will reveal an increase in SBI and SBT and student achievement will increase	5/26/2017 monthly
G1.B1.S1.MA1 M396050	Classrooms Observations, Classroom Walk-through Data Sheets	Davis, Terrance	9/2/2016	Data which indicates an increase in standards-based instruction and standards-based tasks	5/26/2017 weekly
G1.B1.S1.A1 A368468	Collaborative Planning	Davis, Terrance	8/10/2016	Sign-In Sheets Lesson Plans Evidence of Standards-Based Instruction in Classroom Walkthroughs	5/27/2017 biweekly
G1.B1.S1.A2 A368469	Develop and implement a classroom walkthrough schedule to gather data related to Standards-Based...	Davis, Terrance	9/8/2016	Data will be collected based on the following 2 questions: 1. Is Standards-Based Instruction evident? 2. What is the Depth of Knowledge of the teacher questions/student tasks? CWTs will focus on one department at a time; non-evaluative trend data for the department will be presented to the department following each series of CWTs.	6/3/2017 monthly
G2.MA1 M396058	Collection of disaggregated data from each unit assessments and common assessments	Miller-Buchanan, Monarae	9/8/2017	Disaggregated data reports from tested subjects	6/1/2018 weekly
G2.MA2 M396059	Grade books will be monitored for adjusted unit tests following remediation.	Miller-Buchanan, Monarae	9/8/2017	'R/E' in Notes section of grade books will reflect remediation/enrichment adjusted unit grades.	6/1/2018 weekly
G2.MA3 M396060	Meeting agendas, lesson plans and reflective notes after all collaborative meetings and data...	Miller-Buchanan, Monarae	9/8/2017	Lesson plans, agendas and reflective notes after all collaborative planning and data analysis meeting	6/1/2018 one-time
G2.B1.S1.A1 A368470	Require review and analysis of common assessment data after each unit assessment.	Miller-Buchanan, Monarae	9/8/2016	Copies of common assessments	6/1/2018 weekly

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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.S2.A1  A368471	Require data analysis/grouping/ remediation or enrichment after each unit assessment	Miller-Buchanan, Monarae	9/8/2017	Grade books reflect r/e (remediation/ enrichment) note to reflect new assessment grade, increased student achievement	6/1/2018 biweekly
G2.B1.S2.A2  A368472	Require meeting agenda and notes after each collaborative planning and lesson planning	Miller-Buchanan, Monarae	9/5/2017	Lesson plans, agendas and reflective notes	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. Standards-Based Instruction in all classrooms.

G1.B1 Some teachers struggle with implementing standards-based instruction.

G1.B1.S1 Provide Ongoing Professional Development, support, and feedback in Standards Based Instruction Provide Structured Collaborative Planning with continuous support and monitoring Identify teachers who would benefit from coaching and implement coaching

PD Opportunity 1

Collaborative Planning

Facilitator

Administration/Instructional Coaches

Participants

FGMS Instructional Staff

Schedule

Biweekly, from 8/10/2016 to 5/27/2017

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	Collaborative Planning	\$0.00
2	G1.B1.S1.A2	Develop and implement a classroom walkthrough schedule to gather data related to Standards-Based Instruction and Cognitive Complexity level of student tasks.	\$0.00
3	G2.B1.S1.A1	Require review and analysis of common assessment data after each unit assessment.	\$0.00
4	G2.B1.S2.A1	Require data analysis/grouping/remediation or enrichment after each unit assessment	\$0.00
5	G2.B1.S2.A2	Require meeting agenda and notes after each collaborative planning and lesson planning	\$0.00
Total:			\$0.00