

St. Johns County School District

Sebastian Middle School



2017-18 Schoolwide Improvement Plan

Sebastian Middle School

2955 LEWIS SPEEDWAY, St Augustine, FL 32084

<http://www-sms.stjohns.k12.fl.us>

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	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	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 was approved by the St. Johns County School Board on 9/25/2017.

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 Sebastian Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sebastian Middle School will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

b. Provide the school's vision statement.

Sebastian Middle School's vision is to cultivate high achieving, college and career ready students who excel in a complex and changing world.

2. School Environment

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

Sebastian Middle School serves a very diverse population and works diligently to know and develop relationships with all students. Staff regularly visits feeder elementary schools and invites incoming sixth grade students and parents twice per year to visit SMS and build relationships.

Our guidance counselors process each student's cumulative record to learn about each student and provide information to teachers. Each student is assigned to a guidance counselor and to a homeroom teacher whom serves as a primary contact.

SMS staff is encouraged to build positive relationships with all students in order to promote student success and receives periodic professional development on relationship strategies.

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

Sebastian Middle School follows all state and district regulations and guidelines regarding safety including having an Emergency Operations team and plan, conducting regular safety drills and monitoring, so all security systems are in place.

The St. Johns County School District believes that all students be afforded a setting that is safe, secure, and free from bullying and harassment of any kind. In compliance with Florida Statute 1006.147 and School Board Rule 3.21, the school district has adopted a comprehensive policy prohibiting bullying and harassment.

SMS teaches, models and rewards the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

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.

At Sebastian Middle School we believe that everyone has the right and responsibility to achieve his or her educational best. To make this happen, everyone needs a safe and positive environment in which to learn. To be the best we can be, we will honor individual differences, clearly define expectations,

hold each person accountable for his or her own behaviors, and teach and model positive behaviors.

We Expect Students To:

*S – Show respect!

*O – Observe rules!

*A – Achieve Success!

*R – Ready to learn!

Sebastian Middle School students meeting their expectations will be reinforced for positive behavior through one or more of the following honor point system; honor recognition, inclusion in school activities/assemblies, enhanced self image and enhanced self respect.

Students not meeting their expectations will be encouraged to develop increased self control and improve their ability to make positive behavior choices through the school wide use of a discipline level system. The level system defines infractions and related consequences.

We believe consistency is key to helping students succeed. Using the St. Johns County School District's Code of Conduct, we have established a school wide Discipline Plan.

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.

Sebastian Middle School guidance counselors meet with each grade level during the first month of school to assess needs and introduce themselves and services available.

ESE students with specific social-emotional needs are provided a social emotional class, district mental health counseling and or a mentor.

SMS is participating in The Boomerang Project's middle school WEB program. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	21	57	49	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	15	51	53	0	0	0	0	119
Course failure in ELA or Math	0	0	0	0	0	0	10	8	13	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	45	59	70	0	0	0	0	174

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	18	49	52	0	0	0	0	119

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

EWS students are reviewed weekly by the MTSS team. Each student with two or more indicators receives adult mentoring and progress monitoring to check on the student regularly to encourage success.

Support is provided through iReady progress monitoring, an intensive reading teacher, an intensive math teacher, AVID tutoring, a mentoring program linked to Bartram Trail HS American football players and STHS basketball players, EAGLE HOUR clubs and support sessions, tutoring during or after school, Dean's club.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/412925>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Sebastian Middle School encourages community involvement in three ways:

School Advisory Council (SAC) -a diverse group of stakeholders (employees, parents, community

members) of a school, established through Florida law, with the shared goal of increasing student achievement in a safe learning environment.

Parent Teacher Organization (PTO) - helps pull resources, ideas and volunteers to build a partnership between parents, businesses and the school.

Business Partners - are welcome and encouraged to support SMS through many means (donations of funds, equipment or supplies, sponsorships), volunteers and mentors.

Communication Cornerstone -A monthly parent meeting led by administration and designed to provide information relative to the curriculum and to align with our mission / vision.

Title 1 Parent Liaison. A position created to interface with our feeder Elementary Schools to work on transition to Middle School.

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
King, Wayne	Principal
Fortune, Leanne	School Counselor
Fusco, Angela	School Counselor
Hoechst, Robert	Psychologist
Barbour, Jay	Instructional Coach
Hensley, Angela	Assistant Principal
Hagy, Heather	SAC Member
Cooper, Pamela	Teacher, K-12

b. Duties

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

Responsibilities:

- Guide the collaborative PLC cycle of formative assessment/intervention
- Coaching support for research based best practices by ILC and Curriculum Council
- Member of core team
- Attends core meetings
- Attends Rtl review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting

- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

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.

At SMS, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted during and after the school day. The district coordinates with Title II and Title III in ensuring staff development needs are provided

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through staff development.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title IX- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services

referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide reading remediation during and after the school day.

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs (i.e. Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Career and Technical Education

District receives funds for CTE for the development of middle school career and technical tracts.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Wayne King	Principal
Luie Hernandez	Education Support Employee
Heather Hagy	Teacher
Amanda Southerland	Parent
Jay Barbour	Teacher
Cedric Wolf	Education Support Employee
Kate Ducote	Teacher
Susan Connor	Parent
Bernadette Bridger	Education Support Employee
Oliver Berdoyes	Parent
Collette Cook	Parent
Meredeth Conroy	Parent
Kathy Weed	Parent
Jessica Caps	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

The previous years school improvement plan was presented along with most recent school achievement data at the first meeting of the school year. Changes in state standards and testing were addressed in the discussion of the plan.

b. Development of this school improvement plan

SAC is key in the development of the annual school improvement plan and reviews the plan monthly.

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

Based on Needs Assessment Staff survey, the SAC meets to review needs and prepare the budget.

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

School improvement funds were used to purchase materials and trainings/travel that support AVID (Advancement Via Individual Determination) and PBIS (Positive Behavior and Intervention Support).

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
King, Wayne	Principal
Pardo, Marta	Teacher, ESE
Barbour, Jay	Instructional Coach
Cooper, Pamela	Teacher, K-12
Waters, Jordyn	Teacher, K-12

b. Duties

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

LLT team will continue to promote school-wide AVID WICOR strategies: writing, inquiry, collaboration, organization and reading professional development and classroom implementation with a special emphasis on our level 1 and 2 readers.

- Support a school culture that promotes literacy
- Provide ongoing support for collaborative planning, data disaggregation, and high yield strategies
- Provide adequate classroom resources for curriculum and assessment as needed
- Provide adequate technology resources such as computer software, website subscriptions, computer labs, and laptop carts, for curriculum and assessment as needed (iReady, Reading PLUS, Discovery Ed, etc.)
- Facilitate opportunities for teachers to share experiences and expertise in team planning meetings, grade level meetings, and faculty meetings
- Provide professional development and ongoing support to aid in differentiated instruction, data disaggregation, and content area literacy strategies
- Celebrate success with the school community

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.

Core teachers teaching the same subject have daily common planning to work as a PLC. Each PLC will write common assessments - formative & summative, look at student data, and plan instruction. PLC Teams will once a month as a vertical department and grade level.

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

1. Utilization of district Applitrack program to recruit and hire (principal)
2. Participation in Hiring Fairs throughout the Spring 2017.
3. Regular meetings of new teachers (assistant principal)
4. Partnering new teachers with veteran staff (department chairs)
5. Content area collaboration (department chairs)

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

The SJCS D holds a two-day new teacher orientation before school starts and holds (voluntary) monthly professional development for all new teachers.

At the school level, we have developed an aligned mentoring program lead by two of our instructional staff members. Both also have paired teachers based on experience and have planned to have scheduled mentor meetings once per month.

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.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to

review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

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.

Students who scored a level 1 on the 2017 FSA Reading are placed in a stand alone Intensive Reading class this year.

Students who scored a level 2 on the 2017 FSA year are placed in a Content-Area Reading class (science or social studies) with a certified CARpd teacher.

Students who scored a level 1 or 2 in math are placed in leveled math classes in order to maximize their needs. A second instructor also supports these below level Math Classes.

Teachers have been trained to use high-yield instructional strategies, to look at data and to differentiate instruction for their students. Teachers have common planning with their PLC, so there is time to accomplish this task.

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:

After-school remediation and/or recovery is held as needed by individual teachers. This time allows for tutoring and grade recovery. A transfer bus is provided for transportation home, if needed.

Strategy Rationale

To help those students who have fallen behind due to attendance, discipline or academic issues.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

King, Wayne, wayne.king@stjohns.k12.fl.us

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

Participation rosters, grades, and testing scores.

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.

In January, we hold a 5th grade Night inviting incoming 5th graders and their parents to an evening of "About SMS". We offer an information session for parents, a scavenger hunt for students, meet-the-teachers and see-the-classrooms tour, along with an ice cream social. In the Spring, we visit each elementary school and provide a 'virtual' tour of the school, to answer all questions.

We also hold a STEAM Night designed to highlight our push to deeper learning and also invite our community partners to share that experience.

These events are designed to alleviate fears and answer questions about the transition to middle school. In addition, we send out a summer newsletter and a welcome letter to 5th grade families.

A week before school starts, we host a 6th grade WEB Social. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success.

Finally we offer a "Stepping up to Middle School" orientation designed to get deeper into the day-to-day activities in middle school and meet with team leaders.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

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.** To develop a growth orientated culture of high achievement through open and equal access to accelerated courses for all students with a focus on minorities and students with disabilities.
- G2.** To increase the school wide literacy achievement score by 5% including a 13% increase in the number of students who earn a 7 or higher in the writing category, as measured on the FSA.
- G3.** To increase the school wide student mathematics achievement score to 65% at or above grade level as measured on the FSA. To increase participation in Algebra I to 40% of all 8th graders.

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. To develop a growth orientated culture of high achievement through open and equal access to accelerated courses for all students with a focus on minorities and students with disabilities. 1a

G096600

Targets Supported 1b

Indicator	Annual Target
Middle School Acceleration	10.0

Targeted Barriers to Achieving the Goal 3

- Difficulty establishing an effective mode of communication for all parents..
- Communicating that college and career readiness is for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS, Teacher Mentors, Truancy Department, RTI
- AVID
- Communication Cornerstone Session with parents, monthly.

Plan to Monitor Progress Toward G1. 8

increased parent communication and decreased truancy rates

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

parent communication records, absentee, tardy and suspension rates.

G2. To increase the school wide literacy achievement score by 5% including a 13% increase in the number of students who earn a 7 or higher in the writing category, as measured on the FSA. 1a

G096601

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
Writing Achievement District Assessment	50.0
ELA/Reading Lowest 25% Gains	40.0
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Level of rigor
- Level of engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Master Schedule
- Reading Plus, I-Ready and Making Meaning

Plan to Monitor Progress Toward G2. 8

School-wide data (I_Ready)

Person Responsible

Wayne King

Schedule

Monthly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Grades, state assessment scores, acceleration rates. Data from Reading Plus, I-Ready and Common Assessments.

G3. To increase the school wide student mathematics achievement score to 65% at or above grade level as measured on the FSA. To increase participation in Algebra I to 40% of all 8th graders. 1a

G096602

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
Math Gains	50.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Level of Rigor
- Level of Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready
- Professional Development
- IXL

Plan to Monitor Progress Toward G3. 8

test scores, grades and statewide assessment data

Person Responsible

Wayne King

Schedule

On 5/25/2018

Evidence of Completion

student achievement

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. To develop a growth orientated culture of high achievement through open and equal access to accelerated courses for all students with a focus on minorities and students with disabilities. **1**

 G096600

G1.B1 Difficulty establishing an effective mode of communication for all parents.. **2**

 B259844

G1.B1.S1 Make frequent contact with parents regarding academic performance, absenteeism, tardies and behavior. **4**

 S275266

Strategy Rationale

Parent involvement is crucial to a student's success in school. Sometimes just making them aware of the policies and efforts on behalf of the school can make an improvement.

Action Step 1 **5**

Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with fifteen days of absences. The Dean will speak with parents of students who are exhibiting behavior problems. Teachers will contact parents via email and phone calls for students struggling in areas of attendance, academic performance, and behavior in their individual classrooms.

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Attendance, tardy and behavior records with evidence of parent contact, teacher/parent contact logs.

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

MTSS review

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

attendance and suspension data and contact records

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

Weekly MTSS review of data.

Person Responsible

Wayne King

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

attendance, tardy and suspension rates

G1.B2 Communicating that college and career readiness is for all students. 2

 B259845

G1.B2.S1 Using AVID as the driving force behind school culture. 4

 S275267

Strategy Rationale

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Action Step 1 5

AVID elective for 6th, 7th, 8th grade students.

Person Responsible

Wayne King

Schedule

On 5/24/2018

Evidence of Completion

Master schedule

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

Implementation of AVID strategies in all subject areas.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Observations, student work

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

Improvement in areas of need: absenteeism, academic growth, decrease in behavior incidents.

Person Responsible

Wayne King

Schedule

On 5/24/2018

Evidence of Completion

MTSS reports, attendance reports, state and district assessments, and school climate survey

G2. To increase the school wide literacy achievement score by 5% including a 13% increase in the number of students who earn a 7 or higher in the writing category, as measured on the FSA. 1

G096601

G2.B1 Level of rigor 2

B259846

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies across all subject areas. 4

S275268

Strategy Rationale

The AVID curriculum supports reading through the use of:
Deep Reading Strategies
Note-Taking
Graphic Organizers
Vocabulary Building
Summarizing
Reciprocal Teaching

Action Step 1 5

High Yield / WICOR Strategies professional development provided monthly to all instructional staff and selected staff are invited to attend the annual AVID summer conference paid by Title 1 funds.

Person Responsible

Wayne King

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

inservice logs

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

Classroom observations, common lesson plans and assessments, student work samples.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher evaluations and data from Reading Plus, MAX Scholar and Making Meaning.

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

Student achievement

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Grades, progress monitoring, state and district exam results. Data from Reading Plus, I-Ready and Common Formative Assessments.

G2.B2 Level of engagement **2**

 B259847

G2.B2.S1 Implement a school wide incentive program focused on ReadingPlus to increase student engagement and mastery of content. **4**

 S275269

Strategy Rationale

ReadingPlus is designed with high interest texts and with regular use has been shown to be able to improve student skill with on grade-level reading tasks.

Action Step 1 **5**

Develop a school-wide incentive program around ReadingPlus to foster student engagement and mastery of content.

Person Responsible

Wayne King

Schedule

On 5/24/2018

Evidence of Completion

ReadingPlus data, grades, test results.

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

Student achievement comparisons.

Person Responsible

Wayne King

Schedule

On 5/24/2018

Evidence of Completion

Reading grades and state assessment data.

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

Comparison to previous year's data.

Person Responsible

Wayne King

Schedule

On 5/24/2018

Evidence of Completion

Reading grades and state assessment data.

G3. To increase the school wide student mathematics achievement score to 65% at or above grade level as measured on the FSA. To increase participation in Algebra I to 40% of all 8th graders. 1

G096602

G3.B1 Level of Rigor 2

B259848

G3.B1.S1 Infuse inquiry methodologies to promote critical thinking and engage students at higher levels of thinking with academic content. 4

S275270

Strategy Rationale

Instructional literacy / Curriculum Specialist coach will be able to provide professional development to staff on inquiry; and developing, modeling and evaluating effective math lessons.

Action Step 1 5

Math PLC meetings

Person Responsible

Wayne King

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Common lesson plans, assessments, formatives

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

Classroom observations

Person Responsible

Wayne King

Schedule

Semiannually, from 9/6/2017 to 5/1/2018

Evidence of Completion

Informal walkthroughs, teacher evaluations

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

Comparison to previous year's data.

Person Responsible

Wayne King

Schedule

On 5/24/2018

Evidence of Completion

math grades and state assessment scores

G3.B2 Level of Engagement 2

 B259849

G3.B2.S1 Use I-Ready as part of an overall department incentive program focused on increasing student engagement and mastery of content. 4

 S275271

Strategy Rationale

I-Ready topics have been designed to engage the minds of students and offer a host of progress monitoring options; allowing data obtained from the program to assist in guiding instruction.

Action Step 1 5

Implement a school-wide incentive program using I-Ready to increase student engagement and mastery of content.

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from I-Ready district assessments, state assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Comparison to previous year's data.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance, Math grades and state assessment data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student achievement comparisons.

Person Responsible

Wayne King

Schedule

Quarterly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Math grades and state assessment 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					
G3.B1.S1.MA1 M397842	Classroom observations	King, Wayne	9/6/2017	Informal walkthroughs, teacher evaluations	5/1/2018 semiannually
G1.MA1 M397835	increased parent communication and decreased truancy rates	King, Wayne	8/10/2017	parent communication records, absentee, tardy and suspension rates.	5/24/2018 weekly
G2.MA1 M397840	School-wide data (I_Ready)	King, Wayne	9/6/2017	Grades, state assessment scores, acceleration rates. Data from Reading Plus, I-Ready and Common Assessments.	5/24/2018 monthly
G1.B1.S1.MA1 M397831	Weekly MTSS review of data.	King, Wayne	8/10/2017	attendance, tardy and suspension rates	5/24/2018 weekly
G1.B1.S1.MA1 M397832	MTSS review	King, Wayne	8/10/2017	attendance and suspension data and contact records	5/24/2018 weekly
G1.B1.S1.A1 A369462	Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and...	King, Wayne	8/10/2017	Attendance, tardy and behavior records with evidence of parent contact, teacher/parent contact logs.	5/24/2018 weekly
G1.B2.S1.MA1 M397833	Improvement in areas of need: absenteeism, academic growth, decrease in behavior incidents.	King, Wayne	8/10/2017	MTSS reports, attendance reports, state and district assessments, and school climate survey	5/24/2018 one-time
G1.B2.S1.MA1 M397834	Implementation of AVID strategies in all subject areas.	King, Wayne	8/10/2017	Observations, student work	5/24/2018 quarterly
G1.B2.S1.A1 A369463	AVID elective for 6th, 7th, 8th grade students.	King, Wayne	8/10/2017	Master schedule	5/24/2018 one-time
G2.B1.S1.MA1 M397836	Student achievement	King, Wayne	8/10/2017	Grades, progress monitoring, state and district exam results. Data from Reading Plus, I-Ready and Common Formative Assessments.	5/24/2018 quarterly
G2.B1.S1.MA1 M397837	Classroom observations, common lesson plans and assessments, student work samples.	King, Wayne	8/10/2017	Teacher evaluations and data from Reading Plus, MAX Scholar and Making Meaning.	5/24/2018 quarterly
G2.B1.S1.A1 A369464	High Yield / WICOR Strategies professional development provided monthly to all instructional staff...	King, Wayne	8/10/2017	inservice logs	5/24/2018 monthly
G2.B2.S1.MA1 M397838	Comparison to previous year's data.	King, Wayne	8/10/2017	Reading grades and state assessment data.	5/24/2018 one-time
G2.B2.S1.MA1 M397839	Student achievement comparisons.	King, Wayne	8/10/2017	Reading grades and state assessment data.	5/24/2018 one-time
G2.B2.S1.A1 A369465	Develop a school-wide incentive program around ReadingPlus to foster student engagement and mastery...	King, Wayne	9/6/2017	ReadingPlus data, grades, test results.	5/24/2018 one-time
G3.B1.S1.MA1 M397841	Comparison to previous year's data.	King, Wayne	8/10/2017	math grades and state assessment scores	5/24/2018 one-time
G3.B1.S1.A1 A369466	Math PLC meetings	King, Wayne	8/10/2017	Common lesson plans, assessments, formatives	5/24/2018 biweekly
G3.MA1 M397845	test scores, grades and statewide assessment data	King, Wayne	8/10/2017	student achievement	5/25/2018 one-time
G3.B2.S1.MA1 M397843	Student achievement comparisons.	King, Wayne	8/10/2017	Math grades and state assessment data.	5/25/2018 quarterly
G3.B2.S1.MA1 M397844	Comparison to previous year's data.	King, Wayne	8/10/2017	Attendance, Math grades and state assessment data.	5/25/2018 quarterly

St. Johns - 0301 - Sebastian Middle School - 2017-18 SIP
Sebastian Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1  A369467	Implement a school-wide incentive program using I-Ready to increase student engagement and mastery...		8/10/2017	Data from I-Ready district assessments, state assessments	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. To develop a growth orientated culture of high achievement through open and equal access to accelerated courses for all students with a focus on minorities and students with disabilities.

G1.B2 Communicating that college and career readiness is for all students.

G1.B2.S1 Using AVID as the driving force behind school culture.

PD Opportunity 1

AVID elective for 6th, 7th, 8th grade students.

Facilitator

Jordyn Waters

Participants

Approximately 150 students between three grade levels.

Schedule

On 5/24/2018

G2. To increase the school wide literacy achievement score by 5% including a 13% increase in the number of students who earn a 7 or higher in the writing category, as measured on the FSA.

G2.B1 Level of rigor

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies across all subject areas.

PD Opportunity 1

High Yield / WICOR Strategies professional development provided monthly to all instructional staff and selected staff are invited to attend the annual AVID summer conference paid by Title 1 funds.

Facilitator

ILC and teacher leaders

Participants

all teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G3. To increase the school wide student mathematics achievement score to 65% at or above grade level as measured on the FSA. To increase participation in Algebra I to 40% of all 8th graders.

G3.B1 Level of Rigor

G3.B1.S1 Infuse inquiry methodologies to promote critical thinking and engage students at higher levels of thinking with academic content.

PD Opportunity 1

Math PLC meetings

Facilitator

Instructional literacy coach

Participants

Math teachers

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

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	Blackboard Connect system will send daily absentee calls, Guidance counselors will send out 5 and 10 day letters to parents and meet with parents of students with fifteen days of absences. The Dean will speak with parents of students who are exhibiting behavior problems. Teachers will contact parents via email and phone calls for students struggling in areas of attendance, academic performance, and behavior in their individual classrooms.				\$0.00
2	G1.B2.S1.A1	AVID elective for 6th, 7th, 8th grade students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0301 - Sebastian Middle School	Title, I Part A		\$0.00
3	G2.B1.S1.A1	High Yield / WICOR Strategies professional development provided monthly to all instructional staff and selected staff are invited to attend the annual AVID summer conference paid by Title 1 funds.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Sebastian Middle School			\$5,000.00
4	G2.B2.S1.A1	Develop a school-wide incentive program around ReadingPlus to foster student engagement and mastery of content.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1382	691-Computer Software Capitalized	0301 - Sebastian Middle School	General Fund		\$15,000.00
<i>Notes: Purchase Reading Plus and I-Ready to include professional development.</i>						
5	G3.B1.S1.A1	Math PLC meetings				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Sebastian Middle School	Other		\$5,000.00
<i>Notes: SAI funds will be used to buy math resources to support our struggling math students. Resources include I-Ready and IXL. Professional Development will be funded on developing Common Formative Assessments and data driven instruction. (PLC)</i>						
6	G3.B2.S1.A1	Implement a school-wide incentive program using I-Ready to increase student engagement and mastery of content.				\$0.00
					Total:	\$25,000.00