

Stuart Middle School



2017-18 Schoolwide Improvement Plan

Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

martinschools.org/o/sms

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2016-17 Title I School

No

**2016-17 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

39%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

33%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Martin 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 Stuart 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school has two guidance counselors, Ashley Le Grange and Sharon Ryles, who divide the student body into two groups and who counsel and refer further as needed to mental health counseling agencies in our area. Mental health counseling provided on-site through a partnership with Tykes and Teens. We have partnered with the Boys and Girls Club to provide social-emotional support for our students serving in-school suspension. In addition, our IPS coach MaryAnn King works with students on individualized education plans and assists our support facilitators who serve them.

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

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

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	39	48	41	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	5	4	8	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	1	10	20	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	53	43	49	0	0	0	0	145
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	13	18	21	0	0	0	0	52	

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

1. Check In/Check Out(CICO)-Student receives hourly feedback on target behavior with a daily report sheet that travels with the student until day's end. The mentor receives the original with signed comments on targeted behavior, initials NCR copied form and sends one copy to the parent to be signed and returned with student. Data is entered into Rtl:B database for reflection and analysis as to future intervention status.
2. Weekly Progress report-Student receives weekly feedback on academic progress. The mentor receives the original with signed comments on targeted behavior, initials NCR copied form and sends one copy to the parent to be signed and returned with student. Data is graphed to determine if interventions are working.
3. Check and Connect-a comprehensive intervention designed to enhance student engagement. This includes systematic monitoring of alterable student performance variables and personalized, timely intervention focused on problem solving, skill building and competence enhancement.
4. Informal Mentoring by classroom teachers, school resource officer, other staff members including paraprofessionals; Increased relationship with students and families as well as mental health counseling provided on-site by a local agency; Home visits as well as campus conferences between parents, teachers, counselors, and administrators
5. EWS team- meets bi-weekly to discuss individual students, possible motivations and interventions that need to be put into place.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

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

Further, Principal David Krakoff leads a "Summit" twice per year that is open to the entire school community.

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Krakoff, David	Principal
Dawedeit, Kelly	Teacher, K-12
Hendricks, Greg	Assistant Principal
Flood, Simone	Teacher, K-12
King, MaryAnn	Teacher, ESE
Bickley, William	Instructional Coach
Desreuisseau, Lori	Assistant Principal
Gutschmidt, Liz	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.

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

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

Teachers meet in grade level teams to identify students who may need interventions. The teachers start to collect data and do a gap analysis to determine what the issues are then problem solve interventions. The Guidance Counselors will convene a meeting of the MTSS Team to analyze the data collected by teachers and decide a course of action. The Problem Solving/MTSS Team meets twice monthly. The assigned School Psychologist meets with the MTSS team to clarify issues and interpret testing data from cumulative records and to make recommendations. Occasionally, the LEA Program Specialist joins in to give input.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jim Hampton	Business/Community
David Krakoff	Principal
Angela Torres Buckland	Teacher
Cheryl Jordan, MD	Parent
Bill Bickley	Teacher
Karla Preissman	Parent
Jodi Wintercorn	Parent
Kelly Dawedeit	Teacher

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

b. Development of this school improvement plan

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

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

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

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

Staff Development related to Florida Standards implementation and student achievement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Warmuskerken, Deb	Teacher, K-12
Krakoff, David	Principal
Hayhurst, Alicia	Teacher, K-12
Duchene, Brook	Teacher, K-12
Stebbing, Laura	Teacher, K-12
Taylor, Laura	Teacher, K-12
Bickley, William	Instructional Coach
Potyra, Dorothy	Teacher, K-12
White, Tracy	Teacher, K-12

b. Duties

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

The primary objective of the LLT is the promotion of literacy throughout the school. This includes devising high-effect strategies to be used across the curriculum. Currently, we have initiated the use of common annotations, an increase in close reading of complex texts, and R.A.C.E.S. as a common

strategy for responding to text dependent questions. The LLT also works to create a culture of readers in our school through various events, including "Celebrate Literacy Week, Florida!" This year we hope to bring in authors to speak with our students.

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.

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

Collaborative Coaching and Learning where each CLT designs a Crafted Course of Study to drive their own professional learning. In this process, the team identifies student and teacher needs, addresses these needs through research-based strategies, defines measures and metrics of success, and collaboratively plans lessons utilizing the chosen strategy. Each member of the CLT executes a demonstration lesson where data is collected by the team as they observe instruction. The CLT participates in a reflection protocol and uses their learning to drive planning of subsequent demonstration lessons.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

b. Instructional Strategies

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

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

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

Strategy: Before School Program

Minutes added to school year: 10,000

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

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: After School Program

Minutes added to school year: 18,000

In partnership with Boys and Girls Club of Martin County, SMS will now offer on-site programming after school to students enrolled in the Teen Leadership Academy.

Strategy Rationale

To provide a safe place for students after school as well as support students academically and socially.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bickley, William, bicklew@martin.k12.fl.us

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

Attendance records of students participating will be collected and analyzed for academic achievement.

Strategy: Weekend Program

Minutes added to school year: 960

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hendricks, Greg, hendrig@martinschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

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

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Raise the reading and writing proficiency of all students in grades 6-8 to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers.
- G2.** Raise the math proficiency of all students in grade 6-8 by 80%. Teachers will focus on intentional lesson planning to meet the needs of all learners through various strategies to support those students who are struggling, provide opportunities to practice and deepen knowledge, and enrich the instruction for students at our highest achievement levels.
- G3.** Increase identification and intervention for struggling students by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement.

Strategic Goals Detail

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

G1. Raise the reading and writing proficiency of all students in grades 6-8 to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. 1a

G098497

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

William Bickley

Schedule

Monthly, from 8/15/2017 to 5/26/2018

Evidence of Completion

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

G2. Raise the math proficiency of all students in grade 6-8 by 80%. Teachers will focus on intentional lesson planning to meet the needs of all learners through various strategies to support those students who are struggling, provide opportunities to practice and deepen knowledge, and enrich the instruction for students at our highest achievement levels. 1a

G098498

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of foundational math skills
- Lack of student engagement in curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Lori Desreuisseau

Schedule

Monthly, from 8/17/2017 to 5/26/2018

Evidence of Completion

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

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

G098499

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	50.0

Targeted Barriers to Achieving the Goal 3

- No formal team in place to identify and monitor the EWS.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance, teachers and IPS coach, EWS protocols and support from district liason

Plan to Monitor Progress Toward G3. 8

Student attendance rates, grades and referrals through Focus and the team's monitoring protocols.

Person Responsible

Lori Desreuisseau

Schedule

Quarterly, from 10/5/2017 to 5/26/2018

Evidence of Completion

Student attendance rates, grades and referrals through Focus and the team's monitoring protocols.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Raise the reading and writing proficiency of all students in grades 6-8 to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. **1**

 G098497

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

 B264982

G1.B1.S1 Early Release sessions that focus on Differentiated Instruction **4**

 S280884

Strategy Rationale

ELA teachers must increase differentiated instruction in order to reach all learners.

Action Step 1 **5**

Provide professional development opportunities in differentiated instructional strategies.

Person Responsible

David Krakoff

Schedule

Monthly, from 9/27/2017 to 5/25/2018

Evidence of Completion

Intentional daily lesson planning design and associated artifacts of the particular training being conducted.

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

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

Person Responsible

David Krakoff

Schedule

Weekly, from 9/1/2017 to 5/26/2018

Evidence of Completion

Lesson plans, Classroom Walk-through Tool data

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

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

Person Responsible

David Krakoff

Schedule

Weekly, from 8/15/2017 to 5/26/2018


Evidence of Completion

Lesson plans, Classroom Walk-through Tool data, teacher feedback through ERO, FSA scores (showing proficiency and lowest 25% showing gains)

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

 B264983

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

 S280885

Strategy Rationale

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

Action Step 1 5

Provide literacy coaching to content area teachers.

Person Responsible

William Bickley

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Literacy strategies evidenced in teacher lesson plans and informal walk-thrus, observations within the coaching cycle.

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

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

Person Responsible

David Krakoff

Schedule

Quarterly, from 10/31/2017 to 5/26/2018

Evidence of Completion

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

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

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

Person Responsible

David Krakoff

Schedule

Quarterly, from 10/31/2017 to 5/26/2018

Evidence of Completion

CFA, Summative, FSA and iReady data

G1.B3 Lack of engagement in curriculum 2

 B264984

G1.B3.S1 Authentic learning experiences 4

 S280886

Strategy Rationale

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

Action Step 1 5

Develop PBL units of instruction.

Person Responsible

William Bickley

Schedule

Quarterly, from 8/15/2017 to 5/26/2018

Evidence of Completion

Project Unit Plan Overview and Artifacts

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

Review Project Unit Plan Overview and Artifacts, provide feedback.

Person Responsible

David Krakoff

Schedule

Quarterly, from 8/15/2017 to 5/26/2018

Evidence of Completion

Project Unit Plan Overview, Artifacts and classroom walk-thrus

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

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

Person Responsible

David Krakoff


Schedule

Quarterly, from 9/5/2017 to 5/26/2018

Evidence of Completion

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

G2. Raise the math proficiency of all students in grade 6-8 by 80%. Teachers will focus on intentional lesson planning to meet the needs of all learners through various strategies to support those students who are struggling, provide opportunities to practice and deepen knowledge, and enrich the instruction for students at our highest achievement levels. 1

 G098498

G2.B1 Lack of foundational math skills 2

 B264985

G2.B1.S1 Improve foundational math skills. 4

 S280887

Strategy Rationale

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

Action Step 1 5

Deliberate lesson planning that includes flexible grouping allowing for small group reteaching and skill building through the use of manipulatives and HMH Go Math! Interactive Coach.

Person Responsible

Lori Desreuisseau

Schedule

Weekly, from 8/30/2017 to 5/26/2018

Evidence of Completion

Lesson plans, artifacts of student work and formative assessments.

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

Monitoring Daily Lesson Plans and CFA data completed within CLTs, Classroom walk-thrus

Person Responsible

Lori Desreuisseau

Schedule

Monthly, from 9/5/2017 to 5/26/2018

Evidence of Completion

Daily Lesson Plans and CFA data

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

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

Person Responsible

Lori Desreuisseau

Schedule

Monthly, from 10/10/2017 to 5/26/2018


Evidence of Completion

CFA Analysis Sheets completed in CLTs and FSA scores

G2.B2 Lack of student engagement in curriculum 2

 B264986

G2.B2.S1 Authentic learning experiences 4

 S280888

Strategy Rationale

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

Action Step 1 5

Develop PBL units of instruction.

Person Responsible

William Bickley

Schedule

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

Evidence of Completion

Project Unit Plan Overview

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

Review Project Unit Plan Overview and Artifacts, provide feedback.

Person Responsible

William Bickley

Schedule

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

Evidence of Completion

Classroom walk-throughs

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

Review Project Unit Plan Overview and Artifacts, provide feedback.

Person Responsible

William Bickley

Schedule

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

Evidence of Completion

Classroom walk-throughs

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

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

Person Responsible

William Bickley

Schedule

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

Evidence of Completion

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

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

G098499

G3.B1 No formal team in place to identify and monitor the EWS. 2

B264987

G3.B1.S1 EWS team to monitor progress of students within the EWS categories. 4

S280889

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Lori Desreuisseau

Schedule

Weekly, from 10/5/2017 to 5/26/2018

Evidence of Completion

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

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

CLT agenda and notes

Person Responsible

Lori Desreuisseau

Schedule

Quarterly, from 9/5/2017 to 5/26/2018

Evidence of Completion

Monitoring of students currently identified (behavior, attendance and academics).
Spreadsheet illustrating effectiveness of interventions.

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

Reviewing data in Rtl:B for behavior. Focus for attendance and academic improvement.

Person Responsible

Lori Desreuisseau

Schedule






Quarterly, from 9/5/2017 to 5/26/2018

Evidence of Completion

Rtl:B data, attendance and student grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.MA1 M410462	Classroom walk-throughs, student assessment data (formative and summative)	Bickley, William	9/19/2016	Classroom walk-through data, formative assessments aligned with standards within the PBL Unit, summative unit assessments.	5/26/2017 monthly
G2.B2.S1.MA1 M410463	Review Project Unit Plan Overview and Artifacts, provide feedback.	Bickley, William	8/15/2016	Classroom walk-throughs	5/26/2017 monthly
G2.B2.S1.MA1 M410464	Review Project Unit Plan Overview and Artifacts, provide feedback.	Bickley, William	8/15/2016	Classroom walk-throughs	5/26/2017 monthly
G2.B2.S1.A1 A378683	Develop PBL units of instruction.	Bickley, William	8/15/2016	Project Unit Plan Overview	5/26/2017 every-2-months
G1.B1.S1.A1 A378679	Provide professional development opportunities in differentiated instructional strategies.	Krakoff, David	9/27/2017	Intentional daily lesson planning design and associated artifacts of the particular training being conducted.	5/25/2018 monthly
G1.B2.S1.A1 A378680	Provide literacy coaching to content area teachers.	Bickley, William	8/15/2017	Literacy strategies evidenced in teacher lesson plans and informal walk-thrus, observations within the coaching cycle.	5/25/2018 weekly
G1.MA1 M410459	Standards mastery through iReady to provide a complete view of each student's growth and...	Bickley, William	8/15/2017	Standards mastery through iReady to provide a complete view of each student's growth and performance; CFA Analysis Sheets; classroom walk-through data	5/26/2018 monthly
G2.MA1 M410465	Standards mastery through formative and summative assessments to provide a complete view of each...	Desreuisseau, Lori	8/17/2017	Formative and summative assessments aligned with standards within the PBL Unit, summative unit assessments, progress monitoring.	5/26/2018 monthly
G3.MA1 M410468	Student attendance rates, grades and referrals through Focus and the team's monitoring protocols.	Desreuisseau, Lori	10/5/2017	Student attendance rates, grades and referrals through Focus and the team's monitoring protocols.	5/26/2018 quarterly
G1.B1.S1.MA1 M410453	Utilize professional development resources related to differentiated instruction; review...	Krakoff, David	8/15/2017	Lesson plans, Classroom Walk-through Tool data, teacher feedback through ERO, FSA scores (showing proficiency and lowest 25% showing gains)	5/26/2018 weekly
G1.B1.S1.MA1 M410454	Support through providing targeted professional development; monitoring through lesson plan...	Krakoff, David	9/1/2017	Lesson plans, Classroom Walk-through Tool data	5/26/2018 weekly
G1.B2.S1.MA1 M410455	Provide targeted training in close-reading strategies across content areas; review of lesson plans;...	Krakoff, David	10/31/2017	CFA, Summative, FSA and iReady data	5/26/2018 quarterly
G1.B2.S1.MA1 M410456	Provide targeted training in literacy strategies across content areas; review of lesson plans;...	Krakoff, David	10/31/2017	professional development agendas through ERO, lesson plans, classroom walk-through data	5/26/2018 quarterly
G1.B3.S1.MA1 M410457	Classroom walk-throughs, student assessment data (formative and summative)	Krakoff, David	9/5/2017	Classroom walk-through data, formative assessments aligned with standards within the PBL Unit, summative unit assessments.	5/26/2018 quarterly
G1.B3.S1.MA1 M410458	Review Project Unit Plan Overview and Artifacts, provide feedback.	Krakoff, David	8/15/2017	Project Unit Plan Overview, Artifacts and classroom walk-thrus	5/26/2018 quarterly
G1.B3.S1.A1 A378681	Develop PBL units of instruction.	Bickley, William	8/15/2017	Project Unit Plan Overview and Artifacts	5/26/2018 quarterly
G2.B1.S1.MA1 M410460	Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all...	Desreuisseau, Lori	10/10/2017	CFA Analysis Sheets completed in CLTs and FSA scores	5/26/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M410461	Monitoring Daily Lesson Plans and CFA data completed within CLTs, Classroom walk-thrus	Desreuisseau, Lori	9/5/2017	Daily Lesson Plans and CFA data	5/26/2018 monthly
G2.B1.S1.A1  A378682	Deliberate lesson planning that includes flexible grouping allowing for small group reteaching and...	Desreuisseau, Lori	8/30/2017	Lesson plans, artifacts of student work and formative assessments.	5/26/2018 weekly
G3.B1.S1.MA1  M410466	Reviewing data in Rti:B for behavior. Focus for attendance and academic improvement.	Desreuisseau, Lori	9/5/2017	Rti:B data, attendance and student grades	5/26/2018 quarterly
G3.B1.S1.MA1  M410467	CLT agenda and notes	Desreuisseau, Lori	9/5/2017	Monitoring of students currently identified (behavior, attendance and academics). Spreadsheet illustrating effectiveness of interventions.	5/26/2018 quarterly
G3.B1.S1.A1  A378684	Guidance, teachers and IPS coach will meet to identify the students who fall within the EWS...	Desreuisseau, Lori	10/5/2017	The spreadsheet created to monitor student academic progress and student promotion.	5/26/2018 weekly

V. Professional Development Opportunities

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

G1. Raise the reading and writing proficiency of all students in grades 6-8 to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers.

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

G1.B1.S1 Early Release sessions that focus on Differentiated Instruction

PD Opportunity 1

Provide professional development opportunities in differentiated instructional strategies.

Facilitator

SMS Guiding Coalition

Participants

SMS Instructional Staff

Schedule

Monthly, from 9/27/2017 to 5/25/2018

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

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

PD Opportunity 1

Provide literacy coaching to content area teachers.

Facilitator

David Krakoff/SMS Guiding Coalition

Participants

Content Area Teachers

Schedule

Weekly, from 8/15/2017 to 5/25/2018

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	Provide professional development opportunities in differentiated instructional strategies.	\$0.00
2	G1.B2.S1.A1	Provide literacy coaching to content area teachers.	\$0.00
3	G1.B3.S1.A1	Develop PBL units of instruction.	\$0.00
4	G2.B1.S1.A1	Deliberate lesson planning that includes flexible grouping allowing for small group reteaching and skill building through the use of manipulatives and HMH Go Math! Interactive Coach.	\$0.00
5	G2.B2.S1.A1	Develop PBL units of instruction.	\$0.00
6	G3.B1.S1.A1	Guidance, teachers and IPS coach will meet to identify the students who fall within the EWS categories and create a spreadsheet to monitor progress.	\$0.00
Total:			\$0.00