

Volusia County Schools

River Springs Middle School



2017-18 Schoolwide Improvement Plan

River Springs Middle School

900 W OHIO AVE, Orange City, FL 32763

<http://myvolusiaschools.org/school/riverspringsmiddle/pages/default.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 is pending approval by the Volusia 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 River Springs 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.

At River Springs Middle School, all students will move forward career and college ready.

b. Provide the school's vision statement.

River Springs Middle School will provide an inclusive school community committed to academic excellence.

2. School Environment

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

We have a mentoring program in which teachers mentor students and provide them with a little extra push they need to be successful. There are also ice cream socials and pizza with the principal which promotes students with good grades and civic minded behaviors. Each grade level hosts socials that allow the teachers to see the students outside of the classroom environment. There will be quarterly parent nights to assist the families with school level collaboration and the opportunity to participate in the learning process for their student. We have also worked with our Spanish teacher and the multicultural club to have celebrations around Spanish Heritage Month. We hosted a summer Math Camp where struggling students received additional help with math skills as well as built relationships with teachers. We are also planning to host monthly curriculum nights and offer a variety of after school clubs.

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

Teachers and staff members are located in all of the student holding areas to ensure a safe environment for everyone. The students are directed to sit while they wait for the day to begin and enter and exit the buildings in an orderly fashion in the morning and during afternoon dismissal. Teachers stand at their doors and greet students in the hallway as they enter the classroom. This provides relationship building, as well as supervision. Teachers and faculty members walk out with the students as a team at dismissal to provide supervision at the end of the day. Each year we host several bully prevention assemblies with guest speakers. All administrators and guidance counselors have open door policies where students can discuss difficulties they may be having.

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.

There is a school wide tardy policy that minimizes overall tardy behaviors. The teachers are trained regarding the common behavioral and discipline process. This helps to ensure that parents are contacted and time outs are exhausted before the teacher writes a referral. Each grade level conducts an expectations assembly each 9 weeks with the students so that grade level expectations are clear to each student in that grade. Teachers share reminders with students every period during the first week of school that clearly explains the expectations of the campus as a whole. Students and parents are provided a copy of the student handbook which provides information about the school as

well as the student code of conduct. There are two campus advisers that actively support the faculty, as well as students, on campus in order to keep the distractions to instructional time at a minimum. There is a Behavioral Leadership Team in place to constructively address new/on-going campus wide behavioral issues. Beginning with this school year, we have a Dean of Student Relations, Jackie Bynum, to work with students and staff to create or maintain a well-managed classroom environment.

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.

Our school counselors have continued a mentoring program that provides peer mentoring to many of our students with disabilities. Teachers have also been called to participate in the mentoring of students that have been identified through the early warning system as at risk students. We also have a bully prevention program in place that gets all students to talk about the concerns and dangers of bullying.

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.

We use our early warning system to track students that exhibit at risk behaviors in the following areas:

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

Number of retentions

Grade appropriate age

Grade point average

ESE and ELL status

Number of referrals

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	47	59	69	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	4	8	5	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	23	21	9	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	0	0	96	103	128	0	0	0	0	327
Attendance below 90 % 1st Qtr	0	0	0	0	0	0	27	48	59	0	0	0	0	134
Attendance below 90 % 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 % 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 % 4th Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions 1st Qtr	0	0	0	0	0	0	30	45	17	0	0	0	0	92
One or more suspensions 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions 4th Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
course failure in ELA or Math 1st Qtr	0	0	0	0	0	0	58	66	26	0	0	0	0	150
course failure in ELA or Math 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
course failure in ELA or Math 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
course failure in ELA or Math 4th Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment 1st Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment 4th Qtr	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	8	18	17	0	0	0	0	43

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

The above data (b1) reflects the baseline number of students exhibiting 2 or more indicators as of Sept. 15, 2017 and will be updated quarterly at the end of each 9 weeks.

We have a school-wide systems approach plan in place to address the needs of the students indicated. Our plan includes the following:

We are identifying students who are currently exhibiting moderate at risk behavior, assigning these students to a case manager that will meet with them regularly to devise a course of action and follow up on progress.

We are identifying students that are currently exhibiting high at risk behavior and assigning these

students a case manager as above, as well as a teacher mentor.

Our Dean of Student Relations is in the process of working with these students to provide support.

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

Families will be informed through newsletters, automated messaging system, Parent Portal, the school webpage, and by email of parental involvement opportunities. We will involve parents in grade level specific events including field trips, student socials, and the talent show. There will be quarterly parent nights that will help the families work closely with the school for the overall success of the students. We are also inviting all families to an event in which the early warning indicators will be explained, strategies for students and parents to implement to ensure success, provide information on accessing resources within the school and community that are available to assist families, and to open the paths of communication between parents and student, parents and school, as well as student and school.

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 teachers and administrators often attend community events that promote the school such as Chamber meetings, local civic organizations, parades, etc. We partner with local restaurants for spirit nights to raise school funds and promote business for them with our students. We also work closely with the local businesses to provide our students with school supplies, and other donations that are used to support our students and families.

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
Gotlib, Stacy	Principal
Boles, Chester	Assistant Principal
Morris, Nancy	Teacher, K-12
Moore, Kelly	Teacher, K-12
Perrino, Nicole	Teacher, K-12
Marchione, Lauren	Instructional Coach
Beery, Brenda	Assistant Principal
Goodwin, Jennifer	Assistant Principal
Bynum, Jackie	Dean
Roberts, Jessica	Teacher, K-12
McLeod, Debbie	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 school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The team includes the school psychologist and guidance.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district’s four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the ELL

students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying prevention
- Teens against violence by Domestic Abuse Counsel through Personal Fitness classes

River Springs Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Basketball

River Springs Middle School offers the following Career and Technical Courses:

A/V Tech
Mixed Media
Maker's Space
Certiport
Innovations
Culinary Careers
Introduction to Agriscience
Orientation to Agriscience
Exploration to Agriscience
Introduction to Technology
Exploring Technology
Exploration of Communications Technology
Keyboarding

River Springs Middle School offers students' career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, and Technology career clusters.

Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, SGA, Math Counts, Science Olympiad, Yearbook Club, and WGTR News Crew.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jesika Butler	Teacher
Phyllis Butlien	Business/Community
Stacy Gotlib	Principal
Kelly Moore	Teacher
Jennifer Theodore	Teacher
Lauren Marchione	Teacher
Jackie Walsh	Parent
April Rosamilia	Parent
Joanna Brown	Parent
Brenda Barkley	Principal
Lisa Elders	Parent
Hope Mastbrook	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

A SAC meeting was devoted to explaining the SIP process and gaining input from the members. The members were given quarterly updates regarding progress toward the SIP goals. A report was given to the SAC once the goals were met and the members were encouraged to ask questions and provide input. A Core Action Survey will be administered to faculty/staff in Fall 2017.

b. Development of this school improvement plan

The River Springs Middle School Advisory Council has regular and ongoing input on the School Improvement Plan. At the July 2017 meeting, SAC discussed barriers and potential strategies for the 2017-18 school year. This input will be included in drafting the school improvement plan. The week of September 25-29 will provide the opportunity for public input on the SIP. The SIP draft is presented to SAC for revisions and/or corrections and final approval.

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

The SAC is addressed by the Principal and given a synopsis of the budgetary needs to fulfill our school's improvement plan. Discussions take place to give SAC members the opportunity to offer suggestions on funds requests. A vote then takes place to make those funds available.

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

SAC started the 2016-2017 school year with \$5,717.38. At the end of the 2016-2017 school year SAC had an end balance of \$3,322.86

For the 2017-2018 school year SAC was allocated \$6,392. With SAC's rollover from 2016-2017 and the 2017-2018 allocation combined, the beginning balance for SAC in 2017-2018 was \$9,714.86.

In 2016-2017, the following SIP projects were funded by SAC:

- 10/18/16.... Museum of Arts and Sciences Family Night.... \$455 approved
- 10/18/16.... Substitute Coverage for six teachers to receive subject specific CHAMPS training.... \$600 approved
- 11/15/16.... Zoo on the Move.... \$400 approved
- ***1/17/17.... Culinary Academy.... \$500 approved
- ***2/21/17.... Student Run Teacher Cafe.... \$200 approved
- 2/21/17.... Civics EOC Review Carnival.... \$250 approved

***Please note that the full \$700 allotted to the Culinary Academy has not been used at this time. The final 2016-2017 budget reflects what the account has been charged - not necessarily the amount approved by SAC.

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
Gotlib, Stacy	Principal
Boles, Chester	Assistant Principal
Perrino, Nicole	Teacher, K-12
Beery, Brenda	Assistant Principal
Marchione, Lauren	Instructional Coach
Goodwin, Jennifer	Assistant Principal
Wickham, Lori	Other

b. Duties

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

This group of individual organizes many activities throughout the school year to promote literacy. These activities include the following:
 School-based Community Literacy Night
 School involvement with the District Literacy Fair
 Literacy Week Activities
 Annual Book Fair
 Race to Read Program
 Reading Counts Reward Initiative
 Spelling Bee

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.

All teachers of the same grade and subject share a common planning time. This allows these teachers to work closely in PLC groups on a weekly basis. The PLCs are given time throughout the school year to use a full day of collaboration to plan assessments and plans of action. Teachers are also provided time during all PD times to collaborate and produce evidence of their efforts. Many teachers have vertically teamed so that they can work toward their DPPs collaboratively.

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

Administration participates in district and state job fair recruitment activities. Administration conducts extensive interviews with candidates to ensure correct selection and placement according to our school's need. Programs are in place to assist new teachers and to provide them with the much needed support of a beginning teacher. These programs include the New Teacher Program E3 which offers individualized PD, mentors, peer classroom visits, and other site visits. The school has a new teacher mentoring program that pairs each new teacher with an experienced teacher within their subject to provide daily support.

Teachers are given opportunity for leadership and advancement through on the job training and mentoring by a current school administrator.

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

New to RSMS and first year teachers are mentored by a highly effective teacher, as well as a district assigned Peer Assistance and Review (PAR) Teacher. The following activities are provided: Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3). Teachers are paired as much as possible with teachers within their subject and grade to encourage close PLC work and ease of access. Biweekly meetings are held in August and September to get all new teachers acclimated to RSMS.

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.

Our teachers use the district provided curriculum maps and pacing guides to plan and pace their instruction. Instruction is based off of the district provided curriculum for each subject. The provided curriculum has been aligned to the Florida standards during the district curriculum selection process. Teacher individually and collectively plan their instruction using the curriculum, curriculum maps, and pacing guides as they ensure that the Florida Standards are covered to a degree in which students gain at minimum a proficient level learning and understanding. Teachers are observed and evaluated based on their teaching of these standards. Teachers are provided support and guidance if it is determined that they are not teaching at an acceptable level. All teachers are given continual professional development designed around teaching these standards using research proven methods and strategies.

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 meet weekly with their PLC to plan and address issues including academically struggling students. During those meetings teachers discuss data, the validity of their assessments, student performance and plans of action for the under-performing students. Teachers work collaboratively to develop common assessments and then compare how the students did on these assessments from class to class and teacher to teacher. The school has SWAMP Wednesdays to ensure all students are given an opportunity for remediation and/or enrichment during class time based on this data. Teachers often switch students during this time to teach a topic in which they are proficient teaching to those students struggling with the topic. Teachers also devise plans for before and after school as well as lunch time remediation. Further differentiation of classwork, projects, and tests often comes as a result of collecting and analyzing data during PLC time. Teachers have also been and still are being trained in differentiating instruction to meet students at their level. As a part of our SIP, differentiation is closely monitored during evaluations and is therefore a priority for teachers. Students with disabilities are met at their instructional level and ESE teachers help gen ed teachers understand and implement the student's individual plans.

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: Summer Program

Minutes added to school year: 600

Rising 6th and 7th Graders, selected by the math coach and math teachers, will increase their mathematical success through remediation of grade level skills. "The Escape Room" activities will be incorporated to engage students in their own learning.

Strategy Rationale

We are attempting to combat summer learning loss and fill in the mathematical gaps in the previous year's standards before the school year starts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Beery, Brenda, blbeery@volusia.k12.fl.us

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

Formatives will be given throughout the program.

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.

For the upcoming sixth graders our school counselor and 6th grade administrator visit the elementary schools to meet the students. They also provide a WEB orientation, which is designed to orientate the

students with the school building before school starts and to meet some of the teachers. WEB takes place the first week of August. During the presentation students also have the opportunity to get to know other students and is used to inform parents of all the important details about entering middle school. The 8th graders attend a parent night at the middle school where they meet their future administration and counselors. During this parent night credits and programs available at the high school are explained in detail. They also provide the parents with an insight to the upcoming schedule selection process.

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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments.

Strategic Goals Detail

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

G1. If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments. **1a**

G099240

Targets Supported **1b**

Indicator	Annual Target
Middle School Acceleration	75.0
FSA Mathematics Achievement	62.0
ELA/Reading Gains	51.0
FSA ELA Achievement	55.0
Statewide Science Assessment Achievement	66.0
Math Gains	54.0
Civics EOC Pass	80.0
ELA/Reading Lowest 25% Gains	40.0
Math Lowest 25% Gains	43.0

Targeted Barriers to Achieving the Goal **3**

- Lack of Teacher Efficacy and Knowledge.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Coaches (Literacy, Math, and Science)
- Teaming/PLC
- Curriculum and District Contacts
- Mini Academies
- Technology Carts
- Teacher Experts
- SAC/SIP
- FUTURES
- PBIS
- Administration
- SLT
- Business Partners
- CPALMS
- Student Voice

Plan to Monitor Progress Toward G1. 8

District and state assessments will be collected and used to measure if we are in the top 1/3 on district and state assessments.

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

District and Start assessment results, Lesson plans, PLC meeting notes, administrative observations and learning walks will be the evidence collected to observe if progress towards the goals is taking place. Step Zero for 2018-2019 SIP.

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Stacy Gotlib

Schedule

On 11/9/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Stacy Gotlib

Schedule

On 2/1/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes, Sign-in Sheet, and Midyear Review in CIMS

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments. 1

G099240

G1.B1 Lack of Teacher Efficacy and Knowledge. 2

B267278

G1.B1.S1 Provide ongoing professional development on Florida standards to ensure equity for all students. 4

S283095

Strategy Rationale

PL opportunities will increase instructional knowledge, knowledge of SHIFTs, and rigor of the standards.

Action Step 1 5

Administer a core action survey to instructional staff to determine their needs.

Person Responsible

Stacy Gotlib

Schedule

On 10/31/2017

Evidence of Completion

Survey Results

Action Step 2 5

All teachers will participate in VCS professional learning (pre-service, professional learning day, 4 regional ERPLs, 4 school-based ERPLs, teacher duty days (a.m. sessions, faculty meetings, classroom visits/follow-up with coaches)

Person Responsible

Brenda Beery

Schedule

Monthly, from 8/8/2017 to 5/1/2018

Evidence of Completion

Agenda of Training, Sign-in Sheets, Faculty Meeting Minutes

Action Step 3 5

Provide additional support for collaboration and planning during PLCs (standards based planning, data analysis, task alignment)

Person Responsible

Stacy Gotlib

Schedule

Weekly, from 8/9/2017 to 5/1/2018

Evidence of Completion

PLC Meeting Minutes, PLC Agenda

Action Step 4 5

Implement the knowledge and skills learned during each Professional Learning sessions

Person Responsible

Stacy Gotlib

Schedule

Weekly, from 8/8/2017 to 5/1/2018

Evidence of Completion

Lesson Plans, Student Work Samples, Data from Instructional Data Walks

Action Step 5 5

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Stacy Gotlib

Schedule

Weekly, from 8/8/2017 to 5/1/2018

Evidence of Completion

Lesson Plans, Student Work Samples, Data from Instructional Data Walks

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

Track Survey report to determine survey completion

Person Responsible

Stacy Gotlib

Schedule

On 9/30/2017

Evidence of Completion

Survey Report

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

Review regional ERPL attendance

Person Responsible

Brenda Beery

Schedule

Monthly, from 8/8/2017 to 5/1/2018

Evidence of Completion

MyPGS Report, Faculty Meeting Minutes, Attendance Sheets

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

Coaches provide follow up support to ensure implementation of the standards

Person Responsible

Lauren Marchione

Schedule

Weekly, from 8/8/2017 to 5/1/2018

Evidence of Completion

Coaching Plans and Notes

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

Administrators conduct Data Walks/Teachers conduct Learning Walks

Person Responsible

Stacy Gotlib

Schedule

Every 2 Months, from 9/15/2017 to 5/1/2018

Evidence of Completion

Data Walk/Learning Walk Collection Tools and Data Debriefing

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

Determine status towards completing action steps 1-5 during monthly SLT Meetings

Person Responsible

Stacy Gotlib

Schedule

Monthly, from 9/15/2017 to 5/1/2018

Evidence of Completion

SLT Meeting Minutes

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

The administration and instructional coaches at River Springs will monitor and evaluate Civics DIA Scores and Data, Science DIA Scores and Data, and Math DIA Scores and Data, VLT Scores (ELA / Reading); along with Data from Instructional Learning Walks.

Person Responsible

Chester Boles















Schedule

Monthly, from 8/8/2017 to 5/1/2018

Evidence of Completion

Items on PLC Agendas, Data Results/Scores, and Data collected from Instructional Learning Walks will be used to demonstrate that the action plan was actively monitored and measure efficacy of strategies.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1  M415493	Track Survey report to determine survey completion	Gotlib, Stacy	8/8/2017	Survey Report	9/30/2017 one-time
G1.B1.S1.A1  A382161	Administer a core action survey to instructional staff to determine their needs.	Gotlib, Stacy	10/31/2017	Survey Results	10/31/2017 one-time
G1.MA2  M415499	SIP Progress Monitoring Meeting	Gotlib, Stacy	11/9/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	11/9/2017 one-time
G1.MA3  M415500	SIP Midyear Review	Gotlib, Stacy	2/1/2018	SIP Progress Monitoring Meeting Minutes, Sign-in Sheet, and Midyear Review in CIMS	2/1/2018 one-time
G1.B1.S1.MA1  M415492	The administration and instructional coaches at River Springs will monitor and evaluate Civics DIA...	Boles, Chester	8/8/2017	Items on PLC Agendas, Data Results/ Scores, and Data collected from Instructional Learning Walks will be used to demonstrate that the action plan was actively monitored and measure efficacy of strategies.	5/1/2018 monthly
G1.B1.S1.MA3  M415494	Review regional ERPL attendance	Beery, Brenda	8/8/2017	MyPGS Report, Faculty Meeting Minutes, Attendance Sheets	5/1/2018 monthly
G1.B1.S1.MA4  M415495	Coaches provide follow up support to ensure implementation of the standards	Marchione, Lauren	8/8/2017	Coaching Plans and Notes	5/1/2018 weekly
G1.B1.S1.MA5  M415496	Administrators conduct Data Walks/ Teachers conduct Learning Walks	Gotlib, Stacy	9/15/2017	Data Walk/Learning Walk Collection Tools and Data Debriefing	5/1/2018 every-2-months
G1.B1.S1.MA6  M415497	Determine status towards completing action steps 1-5 during monthly SLT Meetings	Gotlib, Stacy	9/15/2017	SLT Meeting Minutes	5/1/2018 monthly
G1.B1.S1.A2  A382162	All teachers will participate in VCS professional learning (pre-service, professional learning day,....	Beery, Brenda	8/8/2017	Agenda of Training, Sign-in Sheets, Faculty Meeting Minutes	5/1/2018 monthly
G1.B1.S1.A3  A382163	Provide additional support for collaboration and planning during PLCs (standards based planning,...	Gotlib, Stacy	8/9/2017	PLC Meeting Minutes, PLC Agenda	5/1/2018 weekly
G1.B1.S1.A4  A382164	Implement the knowledge and skills learned during each Professional Learning sessions	Gotlib, Stacy	8/8/2017	Lesson Plans, Student Work Samples, Data from Instructional Data Walks	5/1/2018 weekly
G1.B1.S1.A5  A382165	Monitor and provide feedback and coaching as needed for each Professional Learning	Gotlib, Stacy	8/8/2017	Lesson Plans, Student Work Samples, Data from Instructional Data Walks	5/1/2018 weekly
G1.MA1  M415498	District and state assessments will be collected and used to measure if we are in the top 1/3 on...	Gotlib, Stacy	9/1/2017	District and Start assessment results, Lesson plans, PLC meeting notes, administrative observations and learning walks will be the evidence collected to observe if progress towards the goals is taking place. Step Zero for 2018-2019 SIP.	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. If we teach to the rigor of the standards, then RSMS will perform in the top 1/3 on district and state assessments.

G1.B1 Lack of Teacher Efficacy and Knowledge.

G1.B1.S1 Provide ongoing professional development on Florida standards to ensure equity for all students.

PD Opportunity 1

All teachers will participate in VCS professional learning (pre-service, professional learning day, 4 regional ERPLs, 4 school-based ERPLs, teacher duty days (a.m. sessions, faculty meetings, classroom visits/follow-up with coaches)

Facilitator

Administration, District Staff, Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2017 to 5/1/2018

PD Opportunity 2

Provide additional support for collaboration and planning during PLCs (standards based planning, data analysis, task alignment)

Facilitator

Instructional Coaches, Teacher Leads

Participants

Instructional Staff

Schedule

Weekly, from 8/9/2017 to 5/1/2018

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	Administer a core action survey to instructional staff to determine their needs.	\$0.00
2	G1.B1.S1.A2	All teachers will participate in VCS professional learning (pre-service, professional learning day, 4 regional ERPLs, 4 school-based ERPLs, teacher duty days (a.m. sessions, faculty meetings, classroom visits/follow-up with coaches)	\$0.00
3	G1.B1.S1.A3	Provide additional support for collaboration and planning during PLCs (standards based planning, data analysis, task alignment)	\$0.00
4	G1.B1.S1.A4	Implement the knowledge and skills learned during each Professional Learning sessions	\$0.00
5	G1.B1.S1.A5	Monitor and provide feedback and coaching as needed for each Professional Learning	\$0.00
Total:			\$0.00