

School District of Indian River County

Sebastian River Middle School



2018-19 Schoolwide Improvement Plan

Sebastian River Middle School

9400 FELLSMERE RD, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	53%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

**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 Indian River 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.

2018-19 DA Category and Statuses for Sebastian River 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.

Through the IB/MYP framework, the mission of Sebastian River Middle School is to develop citizens who are nationally and globally conscious, possess personal integrity, and pursue academic excellence through content area literacy. Our efforts will create life-long, self-motivated learners who actively serve their communities.

We will achieve this mission by...

- recognizing and treating our students as our most prized resource. We will foster an environment of stability, teamwork, empowerment, and safety, and provide equal opportunities for learning and personal growth!
- providing the highest quality and value for each project we undertake. We will be reliable and accountable to our Cowboy families. We will strive to apply innovation, strategic thinking, as well as, demonstrate a passion for excellence in everything we do!
- building strong connections, we will be easy to talk with, and reach. We will work together to problem solve and address all concerns. We strive to deliver nothing but exceptional customer service!
- becoming a valuable resource for our SRMS families through our continuous research and development of strategic partnerships with our community!
- being trustworthy, we will form genuine and collaborative relationships that benefit the SRMS faculty, the students, parents and community alike!

As a result of these actions, our students, parents and the community will often prefer, recommend and even specify SRMS as the middle school of choice in Indian River County!

b. Provide the school's vision statement.

At SRMS, we read, innovate, collaborate, and achieve!

At Sebastian River Middle School, we also support the goals outlined in the SDIRC Strategic Plan, the goals are listed below:

Goal 1: Student Success

PERFORMANCE: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports .

Goal 2: Culture & Climate

SAFE AND ORDERLY SCHOOL ENVIRONMENT: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated .

Goal 3: High Quality Workforce

TALENT: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce .

Goal 4: Communication & Engagement

TRANSPARENCY: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning .

Goal 5: Strategic Partnerships

PARTNERSHIPS: Building strong partnerships with all stakeholders in our community is vital to our success .

2. School Environment

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

Customer service is our top priority at Sebastian River Middle School. Customer service takes place at every touch point with students, parents and the community. We take pride in engaging with all of our stakeholders in a variety of ways — all with the goal of raising students' academic achievement.

Faculty members use the first days of school to set a positive tone and clarify the values and expectations that will help guide interpersonal interactions between the teacher and students in the classroom. SRMS take students through a Cowboy Culture College and IB Culture Plan. Administration does a school-wide grade level expectation assembly to ensure that all students are given the tools and opportunities to succeed. The Behavior Intervention Specialist, administration and teachers reteach and encourage positive behavior throughout the school year. Small groups are provided to students in need by the BIS, Social Workers (Homeless and Attendance) and also Mr. John Alexander, the New Horizon program specialist. SRMS utilizes the Sanford Harmony Curriculum during homeroom periods to develop each student and teacher's understanding of individual student backgrounds and form positive relationships.

We have expectations that teachers will greet students at their doors before each class and our Administrators will be a consistent, reliable, and visible presence on campus.

SRMS is a full IB/MYP school. The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition (Spanish for the Accelerated Cohort)
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design (as much as possible)

The Middle Years Program (MYP) requires at least 50 hours of teaching time for each subject group in each year of the program. In the program, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, teachers and students are required to engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it

Our approach to teaching and learning:

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the MYP is underpinned by the following concepts:

Teaching and Learning in Context:

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Global Context:

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural identity
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Conceptual Understanding:

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

Approaches to Learning:

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Service as Action:

Through community service, action and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program, especially in the MYP community project.

Inclusion and Learning Diversity in MYP

As part of the MYP curriculum, SRMS addresses differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during program authorization and evaluation.

Evaluating administrators encourage teachers to build strong relationships and collect observable data using Marzano's design questions.

Our entire teaching staff participated in student engagement Kagan strategies. A "Thinking Skills" PD Session was offered during Pre-Planning Week. The effect size is .89, the use of these structures are researched based and proven to increase positive interactions with students, encourage engagement and improve student achievement.

SRMS utilizes a PBS design model for discipline focusing on positive interactions and acknowledgement of students who are following the IB MYP learner profile traits.

10 Learner Profile Traits -

Thinker
Open Minded
Principled
Balanced
Risk-Taker
Reflective
Inquirer
Caring
Communicator
Knowledgeable

Administration participated in the Superintendent's Back to School Summit, the sessions focused on the Strategic Plan goals and operations.

Department Chair/Teacher Leader Meetings are held once per month, Faculty Meetings the 1st Wednesday of each month, and collaborative planning weekly (Mon.. - Grade Level Subject Area Planning Tues.- Department Planning and Wed- MYP Framework) Thursday is dedicated to what we call "Office Hours" which creates time for Positive Phone calls, tutoring, etc.

A variety of "Professional Development" offerings are offered this school year during early release days (designated Wednesdays). Teachers are encouraged to collaborate through the use of protocols, holding all accountable to the work, as group members have an opportunity to participate and discuss topics around reflective teaching practices. Reflective teaching practices means looking at "what you do" in the classroom, thinking about "why you do it", and evaluating "does it work".

No two students enter a classroom with identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. Regardless of their individual differences, however, students are expected to master the same concepts, principles, and skills. Helping all students succeed in their learning is an enormous challenge that requires innovative thinking. When planning and delivering instruction, Kagan and other high-yield strategies help to structure the learning environment and address the variety of learning styles, interests, and abilities found within their classroom.

Our school also incorporates content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b) with the appropriate grade levels including:

History of the Holocaust
History of Africans and African Americans
Hispanic's Contributions
Women's Contributions
Sacrifices of Veterans

When necessary, we implement a comprehensive school counseling program to help assist students in the development of social-emotional strategies and behaviors that result in positive and supportive relationships with teachers.

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

We articulate, demonstrate, and teach the specific practices that reflect the application of Sebastian River Middle Schools Positive Behavior Support expectations to the contexts students will encounter before/ during/after school.

Adults across our campus are visible and pro-active in re-directing behavior and acknowledging students who are following our expectations with the Book A Day incentive, as well as Cowboy Credits.

Students are made aware of the clear process and structure for reporting violations of our "hands off" policy, harassment, bullying, or any incidents that break our District Code of Conduct and all matters are dealt with in a timely manner by administration or guidance. Students write on "green sheet" to report concerns, all sheets are investigated.

In a school setting, young people feel safe because they know they are at a place where ALL the adults are looking out for them and will keep them safe. If they admit it or not, they know deep down that all the employees have their best interest at heart. They don't have to worry about stranger danger and they know that there is always someone they can go to and that someone will listen and help them.

Seeing a School Resource Officer (SRO) on campus adds to that safe feeling. Whether they talk to the SRO or not, they know he/she is there to keep them safe. They feel respected because we keep pushing them to be the best they can be. We have faith in them and ultimately they understand that we WANT them to succeed.

In addition, Sebastian River Middle School also has a strong Guidance program. The Middle School Guidance Counselor functions as a primary student advocate within the school community by challenging, supporting and encouraging students through counseling services as follows:

Academic Achievement and Planning:

- Encourage and motivate students' academic excellence
- Assist students in course selection
- Update and maintain accurate student records
- Assist with problem solving
- Act as liaison between students, teachers, administrators and parents

Personal and Social Growth:

- Encourage the development of self-esteem and self-advocacy skills
- Teach positive decision making techniques
- Facilitate interpersonal communication skills
- Promote and reward positive attitude and choices
- Assist with acquiring resources in the community

Crisis Intervention

- Provide preventative, educational counseling
- Provide crisis counseling and assessment
- Coordinate referral to outside services as needed
- Member of MTSS Team, and Emergency Management Team

Career and Life Planning (Naviance Gr. 6-8 Lessons)

- Assist students with developing self-awareness and interests related to the world of work
- Interpret assessments regarding abilities and strengths
- Encourage students' recognition of strengths and optimum use of capabilities

Consultation

- Facilitate communication between students, teachers, administrators and parents
- Serve as a reference and resource on student issues
- Collaborate with ESE, SSS, ELL regarding student needs and placement
- Make recommendations to administration on student needs regarding master schedule
- Promote awareness of Guidance services to the community

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.

School-Wide expectations are shared during our first week assemblies that address topics of attendance, dress code, electronics, bullying and harassment, and other policies outlined in the District Code of Conduct. Students are also given a "Cowboy College" packet and quiz that goes over specific school wide expectations and introduces students to policies and procedures. Students fill in the quiz, turn it in to the administrative office, and prizes are given out to students for completing and turning in the quiz.

Lessons are sometimes delivered through homeroom and other avenues, the lessons cover attendance, goal setting, and reflecting on the learning, etc. This allows us to build relationships with the students while establishing clear understanding of what it means to be a good citizen.

Teachers are trained to establish clear and consistent policies in the classroom and follow a policy of making parent contact and documenting minor infractions before writing students referrals. This ensures that students are given opportunities to make better choices.

From the Student Support perspective the school wide behavioral system in place is our Positive Behavior Support Program. This program aids in minimizing distraction to keep students engaged during instructional time by providing positive incentives for appropriate behavior. Students are rewarded with cowboy credits by teachers and staff when they exhibit behavior that support the school expectations around the 10 IB Learner Profiles.

In the classes behavioral issues that may come up, such as when students are not effectively and actively engaged or when their frustration levels increase, are kept to a minimum. The teachers in these classes are able to employ research based, proven strategies that maximize engagement and also provide for success for the students as they move along the skill level continuum.

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 social-emotional needs of all students are being met through the Life Skills Program, it provides students with tools and skills that help them navigate their adolescent years with more awareness, confidence, independence, and self-reliance. The end goal is to help them make healthy and balanced decisions in their lives.

The (PBS) Positive Behavior Support Program and MTSS, also help. Both the PBS and MTSS program looks at our school discipline data to help track progress and identify areas to target for intervention. Both PBS and MTSS take into account the discipline data. The referral Process & Procedures are consistent throughout the school, School-wide expectations and rules are posted in specific settings to teach students appropriate behavior, and reward system to encourage and model appropriate behavior and effective consequences to discourage inappropriate behavior.

Additional examples are provided below:

- *Responding daily to the immediate emotional and academic needs of students regarding family, peer and school issues through personal counseling services.
- *Utilize developmentally appropriate counseling strategies to motivate and promote student growth and achievement.
- *Respond to teachers, staff and administrators referrals of students in need of support
- *Facilitate MTSS weekly team meetings.
- *Conduct Peer Mediations.

- *Homeless children and youth are identified by school personnel, these families are informed of and receive educational services for which they are eligible
- *Refer students and families to community agencies for ongoing therapeutic assistance such as New Horizons, Legacy, and Suncoast Mental Health Center.
- *Collaborate with ESE, SSS, ELL, New Horizons school program who provide group counseling opportunities.
- *Conduct parent conferences and suggest community resources

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.

The School District of Indian River County has provided PM2 Data/Unify monitoring capability so students can be identified quickly and efficiently for the Early Warning Indicators. This data can be pulled for the entire school, grade level, gender, sub-groups and filtered down to a specific teacher's class.

The data being tracked are the following:

Attendance Rate

- Attendance below 90 percent (regardless of whether the absence is excused or a result of out-of-school suspension)
- Two or more suspensions, whether in school or out of school
- Low GPA target (D and F Reports)
- Course failure in English Language Arts and/or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Baseline/Unit Assessments (ELA/Math/Science/Civics)
- iReady Diagnostics
- Formative Assessment Data

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	40	47	71	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	6	22	31	0	0	0	0	59
Course failure in ELA or Math	0	0	0	0	0	0	7	32	49	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	0	0	45	65	67	0	0	0	0	177

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	33	46	0	0	0	0	92

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

We have developed several innovative programs to address the EWS indicator groups. Administration, teachers, and others help to identify students within their classes that are labeled with EWS to establish who is in need of groups, classroom consultations (homeroom), and consistent parent communication for the students that fall into this category.

Another strategy that we are implementing at our school, the Fun in the Sun include students that are "ON A ROLL", recognizing students with significant attendance, behavior, and academic improvements. This Tier 2 Strategy will continue to help us target and encourage students who are taking the steps forward to be successful. Classroom incentives and rewards are also utilized to encourage good choices.

Another tier 2 strategy is to incorporate opportunities for engagement during lunch and after school to positively reward students who are coming to school, making good academic and behavior choices. This proactive approach has helped us already reduce referrals significantly. We have incorporated playing music during lunches, dance-offs on stage on Fridays, and school-wide PBS drawings each week to encourage students to follow the 4 R's and the IB Learner Profile Traits.. Teachers give out tickets throughout the week to students.

Our Tier 3 strategy is working specifically with students who have 4-5 Early Warning Indicators through our MTSS team, which help to design specific interventions to meet the needs of the students.

Teachers are also encouraged to volunteer/mentor those identified students in their classes to provide additional support. In addition, we started a Peer to Peer Mentoring Program and will match students identified on the "D" and "F" list with a Peer Mentor to help with school success and academic achievement.

We recognize students for being SWAG (Students with Attendance Goals) throughout the school year.

Tutoring is offered and transportation is provided for students in the areas of math, reading, language arts and science each Thursday, 2:50 to 4:15 (Program starting the first week in October)

The E.S.E. Department (Resource, Psychologist, SSS/Support Facilitation Teachers) will assist those students who are ESE and in the lower quartile who have two or more early warning indicators. Students will be pulled for conferences by the consult teacher to help them create a plan to minimize the problems/ situations shown in the data.

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

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Engaging parents in the education process is essential to improved academic success for students. A student's education is a responsibility shared by the school and the family throughout the student's school career in our district.

Sebastian River Middle School will foster and support active parent involvement so our school and parents work together as partners in educating children.

We solicit feedback from parents regarding their satisfaction of the service they have receive annually. During Open House, Orientation, conference nights, parent nights, etc., we ensure non-threatening ways to introduce and communicate with our parents and community. We do a monthly newsletter filled with exciting events, pictures of activities on campus, academic focuses, and upcoming volunteer opportunities.

We have a very active Parent Teacher Student Association (PTSA). Our board members, committee chairs and other volunteers work hard to make our school community an ideal learning environment for our students. PTSA promotes parent involvement by providing a forum for discussion at our monthly general meetings. They are also involved with the uniform closet and clothing swap, food pantry and copy cat program.

School Advisory Council (SAC) meets at least 4 times each school year. SAC is a team of people representing parents, teachers, students, administrators, support staff, and other interested community members. We meet to review, and discuss the School Improvement Plan, as well as, to assist in the evaluation of the results of the plan.

SRMS is an IB World School, with 100 percent of the students participating in the IB program. Part of the mission of the IB Program and SRMS is to involve the parents and community. The IB Coordinator utilizes a variety of methods to communicate with parents and students. The Coordinator frequently sends email bi-weekly updates concerning various community activities and volunteer opportunities. For example, SRMS is participating in the annual International Beach Cleanup on Saturday, Sept. 16, 2017, along with the Day of Caring which will take place October 14, 2017. In addition, parents receive email concerning SRMS activities such as: Open House, Orientation, Progress Report/Report Card dates, and Parent Conference Nights.

SAC

PTSA

IB Parental Involvement (10 volunteer hours required)

Parental communication- School Messenger, Focus, PTSA website, school website, and trackitforward.com, twitter account @SRMSCowboys

5K Annual Cowboy River Run Fundraiser (to benefit IB program)

Athletic Events

Band Night/Chorus night

Literacy events (Book fairs.etc)

Student Council Events

School Talent Show

Staff Shenanigans (6th, 7th, and 8th grade staff play competitive games and the students come out to watch with parents)

Cowboy Camp

IB MYP Parent Night

IB Portfolio Night

Wave & Pebble Ceremony

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

Sebastian River Middle School has an excellent relationship with the local community.

Sebastian Middle has a strong partnership with the IRC Education Foundation. They have earmarked funds for teachers in our district to fund creative classroom projects. Teachers, and school administrators can apply for grants which benefit individual classrooms, or the entire school. Many of our teachers have applied for Find-it Fund-it grants which have provided unique and result-oriented learning experiences for our students.

The virtual supply closet (www.edfoundationirc.org) offers a wide range of items. Teachers at our school have requested items from the closet. The virtual classroom supply closet is presented in partnership with the Indian River County Lawyers Auxiliary.

In addition, the Ed. Foundation provides students at SRMS with the basic tools to learn. Children in need receive a backpack filled with grade appropriate school supplies or supply kits beginning in August and throughout the school year. Our students also participate in the "Sneaker Exchange" program, they receive new sneakers and socks, which keeps them on a path of learning by supporting and providing for their basic needs.

Additionally, the IRC Education Foundation offers our students the opportunity to participate in a Science Fair. Students participate annually at the local, with a goal of making it to the regional fair to earn academic prizes and college scholarships.

We also have an excellent relationship with the Sebastian Rotary Exchange Club, and each year, recognizing "Students of the Month". This school year, Marie Blanchard will be providing lessons using a "Bully Prevention Program".

Sebastian River Middle School participates in the Wounded Warrior Christmas Card program, as well as partner with the Veterans Council to have "Veteran in the Classroom" program.

Local churches and the Harvest Food Pantry help with food, allowing us to provide food weekly to about 25 families in need, the students have a variety of items to choose from as they shop in the pantry located on our campus.

"Shop with a Cop" is another program that our families take advantage of during Christmas season.

IRSC/Take Stock in Children Scholarships has consistently recognized students from SRMS as scholarship recipients.

Each year, people within the community email the school or IB Coordinator in search of volunteers. Parents and students volunteer and help with the annual events, such as the Frog leg Fest, Firefighters Fair, and Sebastian Clambake just to name a few.

When we are in need of special funding, administration and the IB Coordinator send out emails, letters or call local businessmen/women for support. Since we are active members within the community, it is often easy to gain the support that is needed.

Wal-mart, Sam's and Publix are big supporters of our school. Sponsoring events such as Fun in the Sun, Donuts for Dads, Breakfast for Veterans, etc.)

Parents are required to volunteer 10 hours, students are required to volunteer 10 or more hours each year (6th - 10, 7th - 15, and 8th 20 hours).

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
Racine, Todd	Principal
Ward, Kelly	Assistant Principal
Contri, Jacque	Assistant Principal
Crespo, Robert	Teacher, K-12
Rieck, Lisa	Teacher, K-12
Auger, Kim	Teacher, K-12
Patten, Twila	Instructional Coach
Wright, Bradley	Instructional Coach
Taglione, Marie	School Counselor
Failla, Tim	Teacher, K-12
Kurrus, Melissa	Teacher, K-12
Sarrasin, Clarelle	Other
Colon, Marcos	Teacher, K-12
Mccombs-Owens, Shameka	Teacher, K-12
Brown, Kenneth	Teacher, K-12
Berchtold, Kasey	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 principal, Todd Racine, is an instructional leader who sustains a shared vision for the students' academic achievement. His goal is to ensure rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers and staff. The principal oversees school wide operations.

Assistant principals, Jackie Contri and James Thimmer, are strong instructional leaders who assist with overseeing school wide operations, while supporting all school wide initiatives and duties. The principal and AP's meet often to discuss school-wide practices and procedures.

The School Leadership team is made up of the school administration, Content-Area Department Chairs, MYP Coaches and the IB coordinator.

The school leadership team meets to review the data. The group designs an assistance support plan with timelines for implementation. The plan enables the school to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.

The role of the school-based leadership team is to help develop support systems based on data. The team's responsibility is to provide coaching, mentoring, and support to the department, teachers, and students.

Our MTSS team consists of administration, Guidance Counselors, School Psychologist, Student Support Specialist and Attendance Officers are on the team to give specific interventions based on their area of expertise. The collaborative efforts help us to reach each individual student's needs.

The School Behavior Intervention Specialist works directly with students that are recommended for Tier 2 and Tier 3 interventions. She monitors behavior, checks in with teachers, provides immediate feedback, and reports progress back to the team to see if modifications are needed. She also heads up the Positive Behavior Support System that promotes effective behavior with a positive reward system and incentives.

The PBS team is established and meets regularly throughout the school year to create standards of behavior for students, teach students expectations and discuss ways to communicate positively to students. Teachers are trained to utilize the responsive classroom approach. There are many opportunities for student recognition and celebration of student effort throughout the year.

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 Leadership team is made up of the school administration, content-area Department Chairs, MYP content area coaches, and the IB coordinator.

The MTSS team is made up of administration, the Resource Specialist, School Resource Officer, Guidance Counselors, School Psychologist, Speech/Language Pathologist, Attendance Officer, and the Student Support Specialist.

MTSS at Sebastian is in the process of being restructured due to staff turnover, a fairly new Student Support Specialist, a new guidance counselor, and a new school psychologist. Staff is very positive about working toward developing structures and formalizing documentation and procedures and follow-up protocols. Currently, the school psychologist, Student Support Specialist, Resource Specialist, guidance counselors and the two assistant principals meet on a weekly basis to review student needs and challenges. Teachers typically do not participate in these meetings.

To address effectiveness of core instruction, the School Leadership team analyze data and address issues when needed. Our School Support System is designed to align with best practice efforts and supports. The teacher support system consists monitoring and feedback from administration, guidance, Department Chairs, Student Support Specialist, and the ESE Resource Teacher.

School administration and school faculty review student data in a variety of ways and formats. The focus of review is to create strategies to improve student academic and social emotional and/or behavioral outcomes. In

addition, analysis of school-wide performance outcomes along with individual student data is reviewed to identify targeted instructional areas in addition to cross content area planning.

The curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas. To the maximum extent possible, students with exceptionalities are meaningfully included in the general education program. Individual Education Plans reflect state standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for testing and learning. Professional training is offered and we encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and exceptionalities. Monitoring takes place through lesson plan checks, data

review, collaborative conversations, walk-throughs, observations, etc.

The School Support System integrates multiple sources of information in order to develop a support plan that is directed at increasing student performance and good behavior. Our goal is to implement agreements and verification in a timely and systematic way to get corrective actions /support planning instituted in order to assure continuous improvement of all children.

Other School Support Systems

New Teacher Mentor Program

We have a STAR new teacher mentor program, the M&M meetings are held monthly after school from 3:00 to 3:30pm. It provides the necessary framework, resources, and support to enable and empower new teachers to our school. The program is co-sponsored by Kasey Berchtold and Dionna Farmer, and Mrs. Jackie Contri is the overseeing administrator.

National School Breakfast & Lunch Program

The National School Breakfast & Lunch Program is a federally assisted meal program. It provides nutritionally balanced, low-cost or free breakfast and lunches to our children each school day. The National School Program expanded to include reimbursement for snacks served to children in afterschool educational and enrichment programs, which our students also take advantage of each Thursday after school at 2:45 in the cafeteria.

We currently have 69% (647/934) students of our students qualifying for Free & Reduced lunch.

Title 1 Part C, Migrant

The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families. We also offer an after school program for our struggling migrant students.

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings are funded with Title II funds.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services. The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone.

Title X- Homeless

The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part

A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office. This school year, we have been assigned a Social Worker acting as a Homeless Advocate, she is on our campus 3 days a week (Mon., Tues. and Thursday).

Indian River County Civil Citation Program

SRMS is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sheriff's office. The program is an alternative to arrest, so youth will have no criminal record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a youth enters the civil citation program his/ her information is entered into prevention records with the Department of Juvenile Justice as required by Florida statute. If the youth completes the program, the youth will not have an arrest record. If a victim is involved, they must agree to the terms of the program. The program is being offered on-campus.

Anger Management and Social Skill Sessions

Our anger management and social skill sessions are offered in a small group setting, as well as, one-on-one counseling with the student support specialist, social worker, school psychologist, or counselor. Individual student needs are based on recommendation from staff, data collection and analysis, and then specific interventions based on the tiered approach.

After School Programs

Resource allocation is limited however, we are planning to use a portion of our general funds to provide transportation on Thursdays from 2:45-4:15 for our students that are struggling academically or need behavior interventions (after school detention), we plan to utilize some time in the morning from 7:25 to 7:55am to provide before school tutoring support. We also host a variety of clubs and activities on Thursdays. Teachers working with the after school program are funded through supplements dollars. The 17-18 After School Program will begin the 1st week in October.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Meredith Tatro	Teacher
Marie Taglione	Teacher
Ron Rompot	Parent
Briceli Gamez	Education Support Employee
Jackie Ogilvie	Teacher
Todd Racine	Principal
Kenneth Brown	Teacher
Brenda Carley	Parent
Julie Piletier	Parent
Cynthia Lowe	Parent
Lashonda Stinson	Parent
Christina Stinson-McKenzie	Parent
Janet Ippolito	Parent
	Student

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 School Improvement Plan (SIP) is the primary vehicle for aligning, coordinating and prioritizing the work of the school in the context of raising student performance.

The goal for our School Advisory Council is be informed, remain diligent, and provide collaborative support that strengthens and improves our school. The SIP plan was developed with a shared responsibility across the staff, content area departments, and support personnel for completion of the components within the plan.

b. Development of this school improvement plan

After the plan is developed and approved, the actions listed in the plan will be carried out in order to achieve the objectives of the plan. The SIP plan will be revisited and reviewed in the mid year to ensure that progress is being made, and the components of the plan are being implemented.

SAC meetings will also focus on district, school initiatives, and legislation that may affect student performance as well as other initiatives that are listed within the SIP.

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

About 80 percent of the budget is tied to personnel and benefits, another 15 percent of the budget is impacted and limited by state, local and federal mandates related to state adopted textbooks, supplies and materials, etc. and the remaining 5 percent is discretionary funds used to support school initiatives. Funds in our budget are spent continuously throughout the school year.

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

School Improvement funds are available on this school year and will be used for the purpose of enhancing school performance through development and implementation of a School Improvement Plan. The monies, when available, may only be used on programs or projects selected by the School Advisory Council.

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
Racine, Todd	Principal
Beller, Sandra	Instructional Media
Patten, Twila	Teacher, K-12
Ward, Kelly	Assistant Principal
Bullard, Latoya	Teacher, K-12
Contri, Jacque	Assistant Principal
Cornacchione, AnnMarie	Teacher, K-12
Tousignant, Kelsey	Teacher, K-12
Kurrus, Melissa	Teacher, K-12
Santiago, Tracey	Teacher, K-12
Dotson, Sharon	Teacher, K-12

b. Duties

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

Education makes it possible to think, dream, act, and build further knowledge. And there can be no education without literacy.

We have seen how preparing students to be college and career ready by graduation will mean an increased emphasis on reading informational text and an increase in the level of text complexity. Preparing students to proceed up the 'staircase' of text difficulty will require an increased emphasis on helping students learn academic vocabulary they will encounter in texts across a broad range of topics and disciplines.

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The team is in the process of initiating several ways that we can support literacy across all content areas. We have committed to focus on Writing (RACE and RUNNER), ISN Notebooks, Tier II Vocabulary, school-wide, accountable talk, technology. These meetings are embedding within our department meeting, department chair/teacher leader monthly meetings, and CALS groups. The Action Steps remain a work in progress that we intend to update

and maintain as the committee moves forward with the initiative.

CALS (Content Area Literacy Strategies) groups meet monthly during our Wednesday grade level department meetings. (Last Wed. of Month). During these meetings, discussions take place concerning literacy data and strategies that can be easily incorporated within each content area classroom so grade level teachers can work in collaboration on developing strategies to ensure literacy across the content areas.

SRMS School Wide Literacy/College and Career Ready Action Steps

1. School Wide, Cross Content -Focus on Tier II Vocab., Share State Rubrics and Item Specs, Performance Task, Open Response, Document Based Questions, GRASP, and Cite Textual Evidence
2. Text Complexity and Informational - Support from Media Specialist (expert of primary sources), a focus on building library collection of non-fiction, AR points (teacher approval) for reading complex text, ELA textbooks support rigor, and Read Theory.
3. Close Reading and Text Based Responses- PD provided by Reading/Lang. Department, Training on CIS Close Reading, Use of ELA Stem Questions
4. Writing Across Content Areas- Document Based Questions, CIS/Close Reading, GRASP, and Cite Textual Evidence, Exit Slips and Written Response Questions
5. Student Engagement and Collaboration- Use of Kagan in classrooms (ex. shoulder and face partners, accountable talk, burning questions), 1:1 and Bring Your Own Device initiative
7. Teaching Practices- Marzano High-Yield Strategies, DOK, etc.
8. Professional Learning- Focused Professional Development on the what we need to support the ELA standards.

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.

Collaborative planning provides opportunities for teachers to work together during the school day to make those connections through examining their practice, consulting with colleagues, and developing their skills.

Teachers are given vertical planning time to work with their Department each day to create common assessments, analyze data, work on unit plans. We will continue our weekly collaboration meetings, teachers are given an additional time to plan during the instructional day to unpack standards, create unit plans/lessons, and formative assessments tied to their units.

The master schedule has been designed to provide a consistent vertical planning time for content area teachers to meet. Student improvement is monitored and instruction is modified as needed based on collaboration and sharing of best practices.

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

Accelerating the effectiveness of new teachers is a critical link to student success and one that relies on quality mentors. We will continue with our established Mentor/ Mentee program at Sebastian River Middle School. This program is run by Kasey Berchtold and Dionna Farmer, with assistance from the Administrative Team.

Additional Strategies:

1. Attend College Recruitment Fairs
2. Participate in the District STAR programs for New Teachers
3. Utilize the districts application process which allows Administrators to review applications online
4. Continue to involve Department Chairs in the interview process to interview perspective teachers
5. Continue to share Best Practices through Departments
6. Instructional coaching of all teachers to implement MYP Framework and Best Practices by Administrative Team

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

The mission for the Sebastian River School Mentor/Mentee Program is to provide a welcoming structured program of support for (not evaluation of) new teachers by offering training in on-going sessions/meetings throughout the year and helping new teachers be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to Sebastian River Middle School.) By working as a team with the group of new teachers as well as with individual teachers, we will achieve our goal.

Lead Mentor- Dionna Farmer

Works with all Mentees: Facilitates meetings and coordinates mentor/mentee program and facilitates mentees.

Planned activities: Monthly meetings with focuses based on the school schedule. (For example, procedures for school start, open house, assessments, conferencing, PM2, IPDP)

Mentors-

Mentors are chosen by content area, and they must have experience in education, a good attitude, and withitness.

They are paired with Mentees that may be in closer proximity to make meetings more effective and routine.

Peer Teachers

Dionna Farmer

Mentee/Mentor Teachers

Antony Aanyos/Patti Schultz

Josh Benyola/Dionna Farmer

Ellen Williams/Dionna Farmer

Marcos Colon/Tamara Brandes

Jessica Doerr/Sylvia Marley

Tegre Layne/Latoya Bullard

Julie Gilmore-Penzone/Dr. Twila Patten

Charlie Smith/Jason Armstrong

Kelsey Tousignant/Sharon Dotson

Carol Fontaine/Ashby Goldstein

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 Administrator is assigned to oversee subject area departments to ensure that instructional programs are aligned with Florida's standards. Additionally, our Department Chair and MYP Coaches are responsible for collaborating with administration and district staff to keep up with and communicate information. Teachers ensure materials are aligned to Florida's Standards during weekly common planning times. Teachers were also provided with an extra 30 minutes at the end of the school day, 3 to 3:30 for the purpose of planning and collaborating.

During these meetings the Department Chair, leadership team representative and team discuss specific standards. Teachers develop lessons to include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, teams use the FSA Standards, the Test Item Specification (courses tied to a state exam) and iCPalms as a resource. There are ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum. Our teachers participate in collaboration meetings with focused discuss around all subjects, including reading and writing in the content area which supports a deeper level of comprehension. These conversations and learning experiences promote dialogue, collegiality, and promote opportunities for growth in instructional practice, curriculum, and the standards.

Professional Development will be provided throughout the school year.

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.

Sebastian River Middle School has resources to support instruction (classroom libraries, grade level novels, texts to support units of study, leveled textbooks, Intel equipment, Digital 1:1 technology, etc.). All teachers/students have 1:1 technology afforded to them this school year.

This professional development focused on providing students multiple avenues for learning. Using a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs.

We administer assessments which measure how well students are performing on the assigned standards. Teachers utilize the assessment data to drive instruction for re-teaching, remediation, or whole class instruction modifications.

Data chats are conducted with teachers, and individual students in the classroom so they are aware of strengths and weaknesses for opportunities for improvement.

Students, both those in the General Education population and those students with Individual Education Plans, who are performing in the lower quartile (Level 1; per benchmarks) are provided with additional supports within the classroom. Those students with I.E.P.s who progress to higher levels, as shown by the data, are still followed by those in the E.S.E. department (i.e. consult teacher, classroom teachers) to ensure their continued progress.

In order to make sure the students become effective self-advocates, those with I.E.P.s are instructed in how to use their accommodations during class time and assessment situations. Teachers in the

E.S.E. Department have also volunteered their time during their planning periods to assist when needed during classroom testing and other assessments opportunities, as needed, so that the students will be able to effectively access and complete assessments successfully using those modifications/accommodations.

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: 3,480

The duration of the summer program is 3 weeks for students, equating to 58.5 hours of instruction. Administration, Guidance, District ELL/ Migrant staff and other school staff monitor student progress throughout the year as indicated below. The before school, after school and summer program are supplemental programs. Therefore, the staff may not be consistent year to year or consistent between before, after school and summer programs. .

Strategy Rationale

The relevance in doing both programs would be rationalized by what research says about the benefits of extended learning opportunities and providing academic assistance in the students' heritage language

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Racine, Todd, todd.racine@indianriverschools.org

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

Through the district's partnership with Performance Matters (PM2)/Unify. The district has implemented a comprehensive progress monitoring system and data warehouse. The progress monitoring system has created the internal capacity needed for data decision-making from the school/classroom. In addition, the data generated through PM2/unify; logs, student cum folders, and the district Migrant Priority report will document the services received by the Migrant Students. IAdditionally, teacher-created pre and post tests based on standardms/curriculum (math and reading) and teacher observation were used during the summer to monitor progress.

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 students can take advantage of our Cowboy Camp. It is a program for 6th graders that is designed to foster a family atmosphere to help alleviate apprehension of students that are transitioning to a new learning environment. Students are able to experience Sebastian River Middle School routines such as opening a lock, reading a class schedule, learning about expectations through Sebastian River Middle's Positive Behavior Support program, and touring our campus. These

activities provide cooperative learning activities.

Sixth graders also have an opportunity to participate in the "Awesome Agenda" program. All students have the opportunity to participate and join the GOALS (Getting Organized and Learning to Study) Club.

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.

Guidance Counselors visit classrooms and go to the elementary schools at the end of each school year to present information on course selection, including academics and electives, for the following school year. School staff will meet with students and parents individually as requested to offer assistance on course selection or changes. We also offer other transition programs such as the 5th grade Parent Night, and Cowboy Camp.

We have three IB schools in the North County (Liberty, SRMS, and SRHS), we have all partnered and work well together to help one another, in hopes of creating a Pipeline of "college and Career" ready individuals who will graduate with an IB Diploma.

Community Partnerships are formed throughout the school year with local churches who provide school supplies, food items, and mentorships to and for our students.

Guidance Counselors implement Naviance through homeroom classes and teachers and students are required to complete lesson within the program that address college and career awareness.

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

We have implemented a Career and Technical (CAPE) program at SRMS.

We offer CTE/CAPE on our campus, in which students can earn a industry certification. We offer the Blueprint for Professional Success and Internet Business Associate as and industry certification. It is taught by Business Certified teacher, Ms. Cheryl Crawford.

Also, the IB framework utilized by teachers focuses on the whole student through inquiry based questioning and components, such as concepts, global contexts, ALT skills and the IB learner profiles. This helps them gain a global perspective to see what impact they will have on their future and on society. This also helps them understand that they are in charge of their success. Through the personal project and portfolio work, it helps them see their strengths and focus on that for future career aspirations.

We focus on Self-Esteem, Position Peer interaction, and Careers through our Lifeskills Program for all students. We are also pushing out the Naviance Student Portal this year, to help students track their progress towards graduation, and possibly college. Eighth grade Social Studies also focuses on career planning and choosing a career based on their skills of interest.

Our ESE Department has been using a transition program for students 13 and older, called Bridges. This program requires students to do an inventory to target their career goals and determine what they need to do in school and after to achieve those goals. It includes community and school activities. It is a part of their IEP.

Through Civics, students are working on "Project Citizen." This requires student groups to identify an area of need in the community and come up with an action plan to create change. This is allowing the students to take on real-life roles in our society and utilize skills that will help them become successful

citizens.

The self-contained ESE classrooms are doing Community Based trips that help the class learn social skills and identify potential career goals and real-world success.

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

Blueprint for Professional Success and Internet Business Associate as and industry certification. Students are eligible to take the certification test at the end of each semester.

Business Keyboarding (#8200110) is also offered to sixth, seventh and eight graders as an elective.

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.

We offer honors and advanced curriculum in all four core academic subjects and work with parents and students who wish to accelerate by enrolling in Florida Virtual School classes. SRMS also offers Algebra, Geometry and Spanish, which are high school courses, students receive high school credit for passing the course and EOC, which counts for 30% of the grade.

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.** SRMS will maintain and improve a positive climate and culture which will sustain a positive learning environment for students and a positive working environment for staff.
- G2.** If SRMS implements Goal #1, then we will be able to increase ELA Proficiency of students from 43% to 56%. If the ELA Department implements the MYP Framework, Collaborative Grouping, Standards-Based Instruction, as well as diagnostic-based instruction, we will increase the ELA scores of all students by 13% for the 2018-19 School year, specifically targeting low sub-group areas.
- G3.** If SRMS implements Goal #2, then we will be able to increase Science proficiency of students. If SRMS science teachers use the MYP framework, lab activities and work collaboratively then the students will increase the performance for the 8th grade science test for percentage of students scoring level 3 and above from 42% to 54% for the 2018-19 school year.
- G4.** If SRMS implements Goal #3, then we will be able to increase student proficiency in Social Studies by 10%. Goal 3- If the Social Studies Department implements the MYP-IB framework with 100% fidelity, then the 7th grade will increase by 10% on the Civics EOC in comparison to last year's scores. (70% to 80%).
- G5.** If SRMS implements Goal #4, then we will be able to increase student proficiency in Math. If we utilize the assessment tools and resources provided by the district as well as the MYP framework to address the required standards, then the math department will increase math FSA scores by 12% for the 2018-2019 school year and 100% of our Geometry & Algebra students will pass the EOC..
- G6.** If SRMS implements Goal #5, then we will be able to increase student proficiency. Goal 5- If the Elective teachers utilize the MYP framework and standards based instruction while supporting and embedding literacy standards, we will help to increase proficiency gains by 13%. Elective teachers will intentionally plan to deliver effective teaching strategies aligned to ELA & Reading standards to achieve desired student outcomes.

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. SRMS will maintain and improve a positive climate and culture which will sustain a positive learning environment for students and a positive working environment for staff. 1a

G100447

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	90.0
Discipline incidents	5.0

Targeted Barriers to Achieving the Goal 3

- Social emotional needs of students
- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Intervention Supports
- MTSS
- Sanford Harmony
- FOCUS
- Caring and committed staff
- involved parents/guardians

Plan to Monitor Progress Toward G1. 8

We will review discipline referrals resulting in ISS or OSS

Person Responsible

Kelly Ward

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Discipline referrals resulting in ISS/OSS will be reduced. We will use FOCUS to generate the discipline data

Plan to Monitor Progress Toward G1. 8

ADA for all students will be monitored

Person Responsible

Patty Giordano

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

Weekly and monthly FOCUS goals measured for each student with most truant students being referred to School Social Worker for individual intervention.

G2. If SRMS implements Goal #1, then we will be able to increase ELA Proficiency of students from 43% top 56%. If the ELA Department implements the MYP Framework, Collaborative Grouping, Standards-Based Instruction, as well as diagnostic-based instruction, we will increase the ELA scores of all students by 13% for the 2018-19 School year, specifically targeting low sub-group areas. **1a**

G100448

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	56.0

Targeted Barriers to Achieving the Goal **3**

- Collaboration using Jim Burke Common Core with Fidelity--English

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

- Professional Development
- School Attendance Officer
- PBS program – “cowboy cash,” rewards, etc.
- Collections Task Performance
- IB Unit Plans
- School-wide IB Implementation
- 1:1 Technology; Online and Digital Tools
- Unify Assessment & Test Item Bank, iReady,
- Collaboration time for using Jim Burke Common Core
- Scheduled Data Conferencing and reflection with grade level and department

Plan to Monitor Progress Toward G2. **8**

Assessment & Data Analysis

Person Responsible

Todd Racine

Schedule

On 5/24/2019

Evidence of Completion

Teachers will access iReady, Unit Assessments, FSA and Unify Reports, Data Chats, Report Card Grades to monitor student progress.

G3. If SRMS implements Goal #2, then we will be able increase Science proficiency of students. If SRMS science teachers use the MYP framework, lab activities and work collaboratively then the students will increase the performance for the 8th grade science test for percentage of students scoring level 3 and above from 42% to 54% for the 2018-19 school year. 1a

G100449

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Performance Monitoring
- Launching/Implementing Discovery Education's Platform

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning time
- Textbook Resources
- Reading Department Chair SRMS
- Before and After School Tutoring

Plan to Monitor Progress Toward G3. 8

Attend professional development sessions and grade level collaboration in our Content Area Planning meetings each week.

Person Responsible

Robert Crespo

Schedule

Monthly, from 8/28/2017 to 5/24/2019

Evidence of Completion

CAP agendas identifying standards, lessons, and assessments for Discovery Ed

G4. If SRMS implements Goal #3, then we will be able increase student proficiency in Social Studies by 10%. Goal 3- If the Social Studies Department implements the MYP-IB framework with 100% fidelity, then the 7th grade will increase by 10% on the Civics EOC in comparison to last year's scores. (70% to 80%).

1a

G100450

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- Unit Assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- Textbook Resources
- Common Planning
- Reading Department Chair SRMS
- Homeroom
- After School Tutoring
- 1:1 and Online Resources

Plan to Monitor Progress Toward G4. 8

Civics Unit Assessment Data

Person Responsible

Tim Failla

Schedule

Monthly, from 9/4/2017 to 5/24/2019

Evidence of Completion

Tracking sheets for Unit Assessments, Training in Unify on Data Analysis

G5. If SRMS implements Goal #4, then we will be able increase student proficiency in Math. If we utilize the assessment tools and resources provided by the district as well as the MYP framework to address the required standards, then the math department will increase math FSA scores by 12% for the 2018-2019 school year and 100% of our Geometry & Algebra students will pass the EOC.. 1a

G100451

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	64.0
Geometry EOC Pass Rate	100.0
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Student Organizational skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum adopted resources for 2015-2016
- Before, During (homeroom) and After-School Tutoring
- Units and Grasps Assessments
- Department/Grade Level Collaborative Planning Time
- CPALMS, FOCUS, Algebra Nation, Open-ed, and other FSA/web based resources.
- Algebra and Pre-Algebra Boot Camp
- Spiral Reviews

Plan to Monitor Progress Toward G5. 8

Math Department will analyze math data and make adjustments to content.

Person Responsible

Kim Auger

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Unit Assessments and iReady for Progress Monitoring, Data chats and Data Monitoring Forms

G6. If SRMS implements Goal #5, then we will be able increase student proficiency. Goal 5- If the Elective teachers utilize the MYP framework and standards based instruction while supporting and embedding literacy standards, we will help to increase proficiency gains by 13%. Elective teachers will intentionally plan to deliver effective teaching strategies aligned to ELA & Reading standards to achieve desired student outcomes. 1a

G100452

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	56.0

Targeted Barriers to Achieving the Goal 3

- Implementing Reading strategies into Elective Course content

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning
- Textbooks, Reading & Writing Prompts
- Technology; Online sites for the tier one words; academic vocabulary
- 12 Power Words
- Media Specialist

Plan to Monitor Progress Toward G6. 8

Elective/ELA Department Meetings

Person Responsible

Ethan Kinkle

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Agendas, Resources, Student Work, lesson plans

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. SRMS will maintain and improve a positive climate and culture which will sustain a positive learning environment for students and a positive working environment for staff. **1**

 G100447

G1.B2 Social emotional needs of students **2**

 B270768

G1.B2.S1 Implementation of Sanford Harmony **4**

 S286708

Strategy Rationale

SRMS utilizes PBS for consistency among staff for school-wide expectations. Sanford Harmony program will embed research-based social-emotional skills that will improve relationships for students-students and students-staff

Action Step 1 **5**

Implement Sanford Harmony Program for all students

Person Responsible

Kelly Ward

Schedule

Weekly, from 8/20/2018 to 5/24/2019

Evidence of Completion

Harmony Lesson plans

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

Classroom walkthroughs by school based team

Person Responsible

Todd Racine

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Walkthrough fidelity will be assessed by teachers following weekly Harmony lesson plans

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

Discipline Referrals

Person Responsible

Jacque Contri

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Student discipline referrals will be monitored as they relate to the 4Rs.

G1.B5 Attendance 2

 B270771

G1.B5.S1 Implement school-wide attendance program SWAG 4

 S286709

Strategy Rationale

Consistency with attendance reduces academic and social frustrations which increase student's ability to navigate stressful situations.

Action Step 1 5

Create an awareness for attendance and it's affect on student success

Person Responsible

Patty Giordano

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

Daily attendance will be promoted by all staff to improve the Average Daily Attendance (ADA) of the SRMS student body

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Grade level attendance will be posted on SWAG, Students will progress monitor attendance in Homeroom, and the SWAG rewards program will be advertised to students and celebrated monthly and quarterly

Person Responsible

Patty Giordano

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

SWAG bulletin board in cafeteria, progress monitoring sheets completed by students, SWAG quarterly perfect attendance lists.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Ongoing record of monthly attendance for all students.

Person Responsible

Patty Giordano

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

Weekly ADA attendance by grade level will be posted on SWAG board and communicated to teachers via weekly newsletters,

G2. If SRMS implements Goal #1, then we will be able to increase ELA Proficiency of students from 43% to 56%. If the ELA Department implements the MYP Framework, Collaborative Grouping, Standards-Based Instruction, as well as diagnostic-based instruction, we will increase the ELA scores of all students by 13% for the 2018-19 School year, specifically targeting low sub-group areas. 1

G100448

G2.B7 Collaboration using Jim Burke Common Core with Fidelity--English 2

B270778

G2.B7.S1 Revisit “Integration of Knowledge and Ideas” every two weeks in department meeting, during grade-level meetings, and in interactions with teachers. Look at a more granular level, pp. 48-60, of the Burke Complete Common Core State Standards: Decoded. 4

S286716

Strategy Rationale

Focus on our weakest strand which was knowledge and ideas

Action Step 1 5

Have students start with what the different sources—regardless of format or media—are saying about the subject and how it differs from what other sources are saying about the same subject.

Person Responsible

Twila Patten

Schedule

Biweekly, from 8/27/2018 to 5/17/2019

Evidence of Completion

Reflection notes

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Monitor lesson plans, attend Content Area Planning meetings, classroom observations

Person Responsible

Kelly Ward

Schedule

Monthly, from 8/24/2018 to 5/24/2019

Evidence of Completion

Reflection notes, iReady Growth Data, Unit Assessment Data

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Student data in iReady and Unit Assessments will be reviewed monthly

Person Responsible

Twila Patten

Schedule

Monthly, from 8/24/2018 to 5/24/2019

Evidence of Completion

Teachers will create action steps using iReady and Unit Assessment data to identify Tier 2 & Tier 3 instruction. CBM and will be used to monitor Tier 3 Intensive Reading students

G3. If SRMS implements Goal #2, then we will be able increase Science proficiency of students. If SRMS science teachers use the MYP framework, lab activities and work collaboratively then the students will increase the performance for the 8th grade science test for percentage of students scoring level 3 and above from 42% to 54% for the 2018-19 school year. 1

G100449

G3.B6 Launching/Implementing Discovery Education's Platform 2

B270786

G3.B6.S1 Supporting the implementation of new curriculum. 4

S286721

Strategy Rationale

Discovery Education Tech Book and resources is a new curriculum for teachers.

Action Step 1 5

Provide Professional Development for Discovery Ed Curriculum to all science teachers

Person Responsible

Robert Crespo

Schedule

Quarterly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Review of classroom observations and lesson plans

Person Responsible

Kelly Ward

Schedule

Evidence of Completion

Monitor lesson plans, Content Area Planning meetings, classroom observations

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Progress Monitoring of Unit Assessments

Person Responsible

Robert Crespo

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Data will be reviewed in Unify using Student Item Analysis to determine effectiveness of instruction and identify areas in need of remediation.

G4. If SRMS implements Goal #3, then we will be able increase student proficiency in Social Studies by 10%. Goal 3- If the Social Studies Department implements the MYP-IB framework with 100% fidelity, then the 7th grade will increase by 10% on the Civics EOC in comparison to last year's scores. (70% to 80%). 1

G100450

G4.B3 Unit Assessments 2

B270789

G4.B3.S1 Identifying content to remediate based on student performances on Unit Assessments for Civics. 4

S286724

Strategy Rationale

Teachers need additional training to review the performance of Civics students on Unit Assessments to identify areas of improvement.

Action Step 1 5

Provide teachers with ongoing training on accessing data in Unify and PM2

Person Responsible

Todd Racine

Schedule

Quarterly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Training agendas and Professional Development Sign in Sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Student Unit Assessment data in Unify will be reviewed

Person Responsible

Tim Failla

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Action steps created by teachers using the Student Item Analysis of each Unit Assessment to identify areas needing remediation.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Civics teachers will monitor each Unit Assessment and reflect on individual student needs.

Person Responsible

Tim Failla

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

SRMS Civics student's Unit Assessment scores will meet or exceed the district average.

G5. If SRMS implements Goal #4, then we will be able increase student proficiency in Math. If we utilize the assessment tools and resources provided by the district as well as the MYP framework to address the required standards, then the math department will increase math FSA scores by 12% for the 2018-2019 school year and 100% of our Geometry & Algebra students will pass the EOC.. 1

G100451

G5.B3 Student Organizational skills 2

B270795

G5.B3.S1 The Math department will implement a Study Skills component for organization to their routines and procedures 4

S286730

Strategy Rationale

Students often can't keep up with concepts in math due to organizational skills. To reduce the barrier Interactive Notebooks will be utilized along with deliberate strategies such as setting up notebooks, navigating FOCUS, and using class time to model and monitor student organization even on math work.

Action Step 1 5

Teach/Model/Practice Organizational Skills within the classroom.

Person Responsible

Kim Auger

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

FOCUS records on late and missing assignments, student performance on weekly classroom quizzes/tests

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Teacher will monitor individual students and provide one on one interventions based on student need.

Person Responsible

Todd Racine

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Math teachers and Support Facilitators will monitor class completion rates for assignments.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Classroom teachers will monitor the individual needs of students.

Person Responsible

Kim Auger

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Progress Reports and Report Cards will be monitored for effectiveness.

G6. If SRMS implements Goal #5, then we will be able increase student proficiency. Goal 5- If the Elective teachers utilize the MYP framework and standards based instruction while supporting and embedding literacy standards, we will help to increase proficiency gains by 13%. Elective teachers will intentionally plan to deliver effective teaching strategies aligned to ELA & Reading standards to achieve desired student outcomes. 1

G100452

G6.B2 Implementing Reading strategies into Elective Course content 2

B270801

G6.B2.S1 The Elective Department will support the Literacy Standards through content area vocabulary enforcement. 4

S286733

Strategy Rationale

Teachers will deliberately plan to incorporate a POWER WORD each week into their daily activities through bell work, reflections, exit tickets, and class discussions.

Action Step 1 5

Elective teachers will create activities to support the Literacy standards.

PE: 2-3 Paragraph writing responses based on their unit. They have already had students complete a writing prompt on the bullying material they have covered thus far.

Computers: Ongoing electronic journals documenting materials discussed in class. Additionally, articles on technology/keyboarding are being read/discussed/writing prompted.

Band: Reading and writing prompts on their unit's music. Additionally, music review sheets spelling out note names (music theory) to complete a story.

Art: Textbook usage and reading and writing of complex texts for every unit.

Language: Cultural articles and questions based around the current unit.

Choir: Students will have a reflection journal where they write and assess their skills weekly based off a rubric using choir/music vocabulary terms.

Library: Pulling of literature selections based on select disciplines.

Person Responsible

Todd Racine

Schedule

Daily, from 9/3/2018 to 5/24/2019

Evidence of Completion

Agendas, Lesson Plans, Units, Student work samples

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Elective teachers will monitor the reading benchmarks for student gains in proficiency throughout the school year.

Person Responsible

Ethan Kinkle

Schedule

Quarterly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Unit Assessments, Unify, Data Monitoring Forms

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Elective teachers will collaborate and plan

Person Responsible

Ethan Kinkle

Schedule

Weekly, from 9/3/2018 to 9/3/2018

Evidence of Completion

Agendas and Artifacts

V. Professional Development Opportunities

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

G2. If SRMS implements Goal #1, then we will be able to increase ELA Proficiency of students from 43% to 56%. If the ELA Department implements the MYP Framework, Collaborative Grouping, Standards-Based Instruction, as well as diagnostic-based instruction, we will increase the ELA scores of all students by 13% for the 2018-19 School year, specifically targeting low sub-group areas.

G2.B7 Collaboration using Jim Burke Common Core with Fidelity--English

G2.B7.S1 Revisit "Integration of Knowledge and Ideas" every two weeks in department meeting, during grade-level meetings, and in interactions with teachers. Look at a more granular level, pp. 48-60, of the Burke Complete Common Core State Standards: Decoded.

PD Opportunity 1

Have students start with what the different sources—regardless of format or media—are saying about the subject and how it differs from what other sources are saying about the same subject.

Facilitator

Dr. Twila Patten

Participants

ELA teachers

Schedule

Biweekly, from 8/27/2018 to 5/17/2019

G3. If SRMS implements Goal #2, then we will be able increase Science proficiency of students. If SRMS science teachers use the MYP framework, lab activities and work collaboratively then the students will increase the performance for the 8th grade science test for percentage of students scoring level 3 and above from 42% to 54% for the 2018-19 school year.

G3.B6 Launching/Implementing Discovery Education's Platform

G3.B6.S1 Supporting the implementation of new curriculum.

PD Opportunity 1

Provide Professional Development for Discovery Ed Curriculum to all science teachers

Facilitator

Pat Hiser and Roberto Crespo

Participants

Science Department

Schedule

Quarterly, from 9/3/2018 to 5/24/2019

G4. If SRMS implements Goal #3, then we will be able increase student proficiency in Social Studies by 10%. Goal 3- If the Social Studies Department implements the MYP-IB framework with 100% fidelity, then the 7th grade will increase by 10% on the Civics EOC in comparison to last year's scores. (70% to 80%).

G4.B3 Unit Assessments

G4.B3.S1 Identifying content to remediate based on student performances on Unit Assessments for Civics.

PD Opportunity 1

Provide teachers with ongoing training on accessing data in Unify and PM2

Facilitator

Todd Racine

Participants

SRMS Teachers

Schedule

Quarterly, from 9/3/2018 to 5/24/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Implement Sanford Harmony Program for all students				\$2,940.08
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0171 - Sebastian River Middle School	School Improvement Funds		\$2,940.08
			<i>Notes: Cafeteria and Detention monitors to support the implementation of Behavioral Program at SRMS.</i>			
2	G1.B5.S1.A1	Create an awareness for attendance and it's affect on student success				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0171 - Sebastian River Middle School	School Improvement Funds		\$800.00
			<i>Notes: SAC Funding for SWAG (Students with Attendance Goals) for awards and incentives for student attendance.</i>			
3	G2.B7.S1.A1	Have students start with what the different sources—regardless of format or media—are saying about the subject and how it differs from what other sources are saying about the same subject.				\$0.00
4	G3.B6.S1.A1	Provide Professional Development for Discovery Ed Curriculum to all science teachers				\$0.00
5	G4.B3.S1.A1	Provide teachers with ongoing training on accessing data in Unify and PM2				\$0.00
6	G5.B3.S1.A1	Teach/Model/Practice Organizational Skills within the classroom.				\$0.00
7	G6.B2.S1.A1	Elective teachers will create activities to support the Literacy standards. PE: 2-3 Paragraph writing responses based on their unit. They have already had students complete a writing prompt on the bullying material they have covered thus far. Computers: Ongoing electronic journals documenting materials discussed in class. Additionally, articles on technology/keyboarding are being read/discussed/writing prompted. Band: Reading and writing prompts on their unit's music. Additionally, music review sheets spelling out note names (music theory) to complete a story. Art: Textbook usage and reading and writing of complex texts for every unit. Language: Cultural articles and questions based around the current unit. Choir: Students will have a reflection journal where the write and assess their skills weekly based off a rubric using choir/music vocabulary terms. Library: Pulling of literature selections based on select disciplines.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0171 - Sebastian River Middle School	General Fund		\$0.00
Total:						\$3,740.08

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G3.B6.S1.MA1 M424063	Review of classroom observations and lesson plans	Ward, Kelly	No Start Date	Monitor lesson plans, Content Area Planning meetings, classroom observations	No End Date one-time
G6.B2.S1.MA1 M424085	Elective teachers will collaborate and plan	Kinkle, Ethan	9/3/2018	Agendas and Artifacts	9/3/2018 weekly
G2.B7.S1.A1 A388135	Have students start with what the different sources—regardless of format or media—are saying about...	Patten, Twila	8/27/2018	Reflection notes	5/17/2019 biweekly
G1.MA1 M424043	We will review discipline referrals resulting in ISS or OSS	Ward, Kelly	9/3/2018	Discipline referrals resulting in ISS/OSS will be reduced. We will use FOCUS to generate the discipline data	5/24/2019 monthly
G1.MA2 M424044	ADA for all students will be monitored	Giordano, Patty	8/13/2018	Weekly and monthly FOCUS goals measured for each student with most truant students being referred to School Social Worker for individual intervention.	5/24/2019 daily
G2.MA1 M424055	Assessment & Data Analysis	Racine, Todd	9/3/2018	Teachers will access iReady, Unit Assessments, FSA and Unify Reports, Data Chats, Report Card Grades to monitor student progress.	5/24/2019 one-time
G3.MA1 M424064	Attend professional development sessions and grade level collaboration in our Content Area Planning...	Crespo, Robert	8/28/2017	CAP agendas identifying standards, lessons, and assessments for Discovery Ed	5/24/2019 monthly
G4.MA1 M424075	Civics Unit Assessment Data	Failla, Tim	9/4/2017	Tracking sheets for Unit Assessments, Training in Unify on Data Analysis	5/24/2019 monthly
G5.MA1 M424084	Math Department will analyze math data and make adjustments to content.	Auger, Kim	9/3/2018	Unit Assessments and iReady for Progress Monitoring, Data chats and Data Monitoring Forms	5/24/2019 weekly
G6.MA1 M424089	Elective/ELA Department Meetings	Kinkle, Ethan	9/3/2018	Agendas, Resources, Student Work, lesson plans	5/24/2019 monthly
G1.B2.S1.MA1 M424039	Discipline Referrals	Contri, Jacque	9/3/2018	Student discipline referrals will be monitored as they relate to the 4Rs.	5/24/2019 monthly
G1.B2.S1.MA1 M424040	Classroom walkthroughs by school based team	Racine, Todd	9/3/2018	Walkthrough fidelity will be assessed by teachers following weekly Harmony lesson plans	5/24/2019 weekly
G1.B2.S1.A1 A388126	Implement Sanford Harmony Program for all students	Ward, Kelly	8/20/2018	Harmony Lesson plans	5/24/2019 weekly
G1.B5.S1.MA1 M424041	Ongoing record of monthly attendance for all students.	Giordano, Patty	8/13/2018	Weekly ADA attendance by grade level will be posted on SWAG board and communicated to teachers via weekly newsletters,	5/24/2019 daily
G1.B5.S1.MA1 M424042	Grade level attendance will be posted on SWAG, Students will progress monitor attendance in...	Giordano, Patty	9/3/2018	SWAG bulletin board in cafeteria, progress monitoring sheets completed by students, SWAG quarterly perfect attendance lists.	5/24/2019 weekly
G1.B5.S1.A1 A388127	Create an awareness for attendance and it's affect on student success	Giordano, Patty	8/13/2018	Daily attendance will be promoted by all staff to improve the Average Daily Attendance (ADA) of the SRMS student body	5/24/2019 daily
G2.B7.S1.MA1 M424053	Student data in iReady and Unit Assessments will be reviewed monthly	Patten, Twila	8/24/2018	Teachers will create action steps using iReady and Unit Assessment data to identify Tier 2 & Tier 3 instruction. CBM and will be used to monitor Tier 3 Intensive Reading students	5/24/2019 monthly

Indian River - 0171 - Sebastian River Middle School - 2018-19 SIP
Sebastian River Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S1.MA1 M424054	Monitor lesson plans, attend Content Area Planning meetings, classroom observations	Ward, Kelly	8/24/2018	Reflection notes, iReady Growth Data, Unit Assessment Data	5/24/2019 monthly
G3.B6.S1.MA1 M424062	Progress Monitoring of Unit Assessments	Crespo, Robert	9/3/2018	Data will be reviewed in Unify using Student Item Analysis to determine effectiveness of instruction and identify areas in need of remediation.	5/24/2019 monthly
G3.B6.S1.A1 A388139	Provide Professional Development for Discovery Ed Curriculum to all science teachers	Crespo, Robert	9/3/2018		5/24/2019 quarterly
G4.B3.S1.MA1 M424069	Civics teachers will monitor each Unit Assessment and reflect on individual student needs.	Failla, Tim	9/3/2018	SRMS Civics student's Unit Assessment scores will meet or exceed the district average.	5/24/2019 monthly
G4.B3.S1.MA1 M424070	Student Unit Assessment data in Unify will be reviewed	Failla, Tim	9/3/2018	Action steps created by teachers using the Student Item Analysis of each Unit Assessment to identify areas needing remediation.	5/24/2019 monthly
G4.B3.S1.A1 A388141	Provide teachers with ongoing training on accessing data in Unify and PM2	Racine, Todd	9/3/2018	Training agendas and Professional Development Sign in Sheets	5/24/2019 quarterly
G5.B3.S1.MA1 M424080	Classroom teachers will monitor the individual needs of students.	Auger, Kim	9/3/2018	Progress Reports and Report Cards will be monitored for effectiveness.	5/24/2019 weekly
G5.B3.S1.MA1 M424081	Teacher will monitor individual students and provide one on one interventions based on student...	Racine, Todd	9/3/2018	Math teachers and Support Facilitators will monitor class completion rates for assignments.	5/24/2019 weekly
G5.B3.S1.A1 A388146	Teach/Model/Practice Organizational Skills within the classroom.	Auger, Kim	9/3/2018	FOCUS records on late and missing assignments, student performance on weekly classroom quizzes/tests	5/24/2019 weekly
G6.B2.S1.MA1 M424086	Elective teachers will monitor the reading benchmarks for student gains in proficiency throughout...	Kinkle, Ethan	9/3/2018	Unit Assessments, Unify, Data Monitoring Forms	5/24/2019 quarterly
G6.B2.S1.A1 A388148	Elective teachers will create activities to support the Literacy standards. PE: 2-3 Paragraph...	Racine, Todd	9/3/2018	Agendas, Lesson Plans, Units, Student work samples	5/24/2019 daily