

Volusia County Schools

# River Springs Middle School



2018-19 Schoolwide Improvement Plan

## River Springs Middle School

900 W OHIO AVE, Orange City, FL 32763

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	62%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	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 Volusia County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 River Springs Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

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

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

Teachers and staff members are located in all of the student holding areas to ensure a safe environment for everyone. The students are directed to sit while they wait for the day to begin and enter and exit the buildings in an orderly fashion in the morning and during afternoon dismissal. Teachers stand at their doors and greet students in the hallway as they enter the classroom. This provides relationship building, as well as supervision. Teachers and faculty members walk out with the students as a team at dismissal to provide supervision at the end of the day. Each year we host several bully prevention assemblies with guest speakers. All administrators and guidance counselors have open door policies where students can discuss difficulties they may be having. We have a school resource deputy on campus everyday, contracted through the Volusia County Sheriff's Office, Deputy Chris Newman. There is also a Social Emotional Liaison on campus weekly, Christina Okoya.

##### 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.

The school adopted Positive Behavioral Incentives and Support (PBIS) in 2016-2017; moving into our third year with PBIS we have established four school-wide expectations "Gator Guidelines": Be Positive, Be Safe, Be Respectful, and Be Responsible. Teachers and grade level houses have

implemented reward systems including, but not limited to, Gator Bucks, Positive Referrals, and Gator Goodies. At the beginning of the 2018-2019 school year, instructional staff received training on a PBIS Behavioral flowchart, 3 step choice sequence, and behavior tracking form. These three incentives were put into place to have consistent teacher responses to intermediate behaviors that disrupt learning in the classroom. In addition to these school-wide expectations and behavior tracking procedures; there is a school wide tardy policy that seeks to minimize tardies. The teachers receive follow up training regarding the common behavioral and discipline process, plus intervention strategies, during monthly PBIS meetings.

Each grade level conducts an expectations assembly biannually with the students so that grade level expectations are clear to each student in that grade. Teachers share a PBIS PowerPoint with students during the first week of school that clearly explains the expectations of the campus as a whole. Students and parents are provided a copy of the student handbook which provides information about the school as well as the student code of conduct. There are two campus advisers that actively support the faculty, as well as students, on campus in order to keep the distractions to instructional time at a minimum. In addition to instructional staff, guidance counselors, support teachers, paraprofessionals, campus advisers, academic coaches, and administration; we have a Dean of Student Relations, Candace Ezell; a Parent Liaison, Kelleen Long; a Graduation Assurance TOA, Nicole O'Quinn; and a Social Emotional Liaison, Christina Okoya.

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

Our school counselors have continued a mentoring program that provides peer mentoring to many of our students with disabilities. Teachers have also been called to participate in the mentoring of students that have been identified through the early warning system as at risk students. We also have a bully prevention program in place that gets all students to talk about the concerns and dangers of bullying. Our Social Emotional Liaison, Christina Okoya, is teaching SEL lessons through Language Arts and also meets weekly with students who have a need. Our Graduation Assurance TOA Nicole O'Quinn, meets with our Lowest Quartile students to help them earn they credits they need to be promoted to high school.

An eighth grader, Emma Gotlib has worked with the PBIS team on a project called "Growling Gators"; this program seeks to spread positivity among students by having them nominate a fellow grade level peer for Gator of the Month. Students nominate each other for embodying all four of the Gator Guidelines: Be Responsible, Be Safe, Be Positive, and Be Respectful. Nominations are submitted to the grade level houses – at the end of each month the grade level administrator will count up the nominations for their grade and the student with the most nominations per grade will represent that grade as Gator of the Month.

### 3. Early Warning Systems

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

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

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

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

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

Course failure in English Language Arts or mathematics

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

Number of retentions

Grade appropriate age  
Grade point average  
ESE and ELL status  
Number of referrals

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 % 1st Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 % 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 % 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 % 4th Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions 1st Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions 4th Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
course failure in ELA or Math 1st Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
course failure in ELA or Math 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
course failure in ELA or Math 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
course failure in ELA or Math 4th Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment 1st Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment 2nd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment 3rd Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment 4th Qtr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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



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

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

We are identifying students that are currently exhibiting high at risk behavior and assigning these students a case manager as above, as well as a teacher mentor.

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

## B. Family and Community Engagement

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

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

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

Yes

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/654510>.

##### 2. Description

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

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

The community will be informed of SAC meetings times through newsletters, automated messaging system, Parent Portal, the school web page, Facebook page, Twitter, and by email of parental involvement opportunities. We will involve parents in grade level specific events including field trips, student socials, and the talent show. There will be quarterly parent nights that will help the families work closely with the school for the overall success of the students. We are also inviting all families to an event in which the early warning indicators will be explained, strategies for students and parents to implement to ensure success, provide information on accessing resources within the school and community that are available to assist families, and to open the paths of communication between parents and student, parents and school, as well as student and school. The teachers and administrators often attend community events that promote the school such as Chamber meetings, local civic organizations, parades, etc. We partner with local restaurants for spirit nights to raise school funds and promote business for them with our students. We also work closely with the local businesses to provide our students with school supplies, and other donations that are used to support our students and families.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Gotlib, Stacy	Principal
Marchione, Lauren	Instructional Coach
Beery, Brenda	Assistant Principal
Goodwin, Jennifer	Assistant Principal
Roberts, Jessica	Teacher, K-12
McLeod, Debbie	Teacher, K-12
Butler, Jesika	Teacher, K-12
Barrios, Alisa	Teacher, ESE
Mohr, Jennifer	Teacher, K-12
Ezell, Candace	Dean
McNairy, Cindy	Instructional Coach
Nash, Curtis	Assistant Principal

**b. Duties**

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The team includes the school psychologist and guidance.

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

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

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

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

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

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

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

River Springs Middle offers a variety of nutrition programs including:

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

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

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

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Jesika Butler	Teacher
Stacy Gotlib	Principal
Jennifer Theodore	Teacher
Lauren Marchione	Teacher
Jackie Walsh	Parent
April Rosamilia	Parent
Joanna Brown	Business/Community
Lisa Elders	Parent
Hope Mastbrook	Parent
Katherine Blix	Teacher
Gayla Douglas	Parent
Mary Foehner	Education Support Employee

### b. Duties

#### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

##### a. Evaluation of last year's school improvement plan

A SAC meeting was devoted to explaining the SIP process and gaining input from the members. The members were given quarterly updates regarding progress toward the SIP goals. A report was given to the SAC once the goals were met and the members were encouraged to ask questions and provide input.

##### b. Development of this school improvement plan

The River Springs Middle School Advisory Council has regular and ongoing input on the School Improvement Plan. At the September 2018 meeting, SAC discussed barriers and potential strategies for the 2018-19 school year. This input will be included in drafting the school improvement plan. The week of September 17-21 will provide the opportunity for public input on the SIP. On September 18, 2018 - the SIP was presented to faculty for input prior to final submission. The SIP draft is presented to SAC for revisions and/or corrections and final approval. The development process involved consideration of the needs of migrant students. At this time, River Springs does not have any migrant students. However, should any migrant students enroll in River Springs, strategies will be developed to meet their needs.

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

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

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

SAC started the 2016-2017 school year with \$5,717.38. At the end of the 2016-2017 school year SAC had an end balance of \$3,322.86 + 2017 School Improvement Allocations of \$6,392.  
 Ending balance = \$3,322.86 + \$6,392 = \$9,714.86

2017-2018 starting SAC budget: \$9,714.86; \*\*\*2017-2018 ending budget \$487.55  
\*\*\*Please note that the full \$ allotted to the has not been used at this time. The final 2017-2018 budget reflects the amount approved by SAC - not necessarily what the account has been charged.

In 2017-2018, the following SIP projects were funded by SAC:  
7/18/17: \$3,000 for USA Test Prep; \$421.05 for calculators for 7th grade math  
8/15/17: \$445 towards Science Curriculum Night  
9/19/17: \$365.36 for a subscription to Scholastic Action Magazine  
10/17/17: \$405.51 for Teacher Cafe (Culinary Academy); \$500 towards prizes for Science Fair participants; \$240.24 for headphones to be used by Civics students; \$540 for Night by Elie Wiesel; \$500 for supplies for art classroom; \$120 for escape classroom modules.  
12/19/17: \$1,950.97 towards "Growling Gators"  
1/16/18: \$315 for beautification project through FFA  
2/20/18: \$115.90 towards STEM Projects in a 6th Critical Thinking class  
3/27/18: \$340.19 towards headphones to be used in Intensive Reading classes  
4/17/18: \$1,020.00 for registration costs for two leadership team members to attend the Florida Standards Boot camps for ELA which will be held at University High School; \$599.60 for headphones to be used by 7th grade math students.  
5/29/18: FFA Sponsor, Melanie Shotton, requests \$500.00 to assist with the registration and hotel fees for FFA State Convention in June.

For the 2018-2019 school year, our starting budget is \*\*\$2,144.86  
\*\*This amount reflects \$2,000 from Teacher Lead money.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Gotlib, Stacy	Principal
Beery, Brenda	Assistant Principal
Marchione, Lauren	Instructional Coach
Goodwin, Jennifer	Assistant Principal
Wickham, Lori	Other

**b. Duties**

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

This group of individual organizes many activities throughout the school year to promote literacy. These activities include the following:  
School-based Community Literacy Night  
School involvement with the District Literacy Fair  
Literacy Week Activities

Annual Book Fair  
Race to Read Program  
Reading Counts Reward Initiative  
Spelling Bee

## D. Public and Collaborative Teaching

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

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

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

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

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

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

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Our teachers use the district provided curriculum maps and pacing guides to plan and pace their instruction. Instruction is based off of the district provided curriculum for each subject. The provided curriculum has been aligned to the Florida standards during the district curriculum selection process. Teacher individually and collectively plan their instruction using the curriculum, curriculum maps, and pacing guides as they ensure that the Florida Standards are covered to a degree in which students

gain at minimum a proficient level learning and understanding. Teachers are observed and evaluated based on their teaching of these standards. Teachers are provided support and guidance if it is determined that they are not teaching at an acceptable level. All teachers are given continual professional development designed around teaching these standards using research proven methods and strategies.

## **b. Instructional Strategies**

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

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

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

**Strategy:** Summer Program

**Minutes added to school year:** 600

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

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

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

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

Formatives will be given throughout the program.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

For the upcoming sixth graders our school counselor and 6th grade administrator visit the elementary schools to meet the students. They also provide a WEB orientation, which is designed to orientate the students with the school building before school starts and to meet some of the teachers. WEB takes place the first week of August. During the presentation students also have the opportunity to get to know other students and is used to inform parents of all the important details about entering middle school. The 8th graders attend a parent night at the middle school where they meet their future administration and counselors. During this parent night credits and programs available at the high school are explained in detail. They also provide the parents with an insight to the upcoming schedule selection process.

### b. College and Career Readiness

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

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

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

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

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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



## **B. Problem Analysis Summary**

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

## **C. Strategic Goals**

## School Improvement Goals


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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If we at RSMST&I expand our knowledge of inclusive strategies and refine the implementation of instructional practices, through equitable access to resources and increased family and student engagement; then we will provide all students with opportunities for achievement.

## Strategic Goals Detail

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

**G1.** If we at RSMST&I expand our knowledge of inclusive strategies and refine the implementation of instructional practices, through equitable access to resources and increased family and student engagement; then we will provide all students with opportunities for achievement. **1a**

G100517

**Targets Supported** **1b**

Indicator	Annual Target
Middle School Acceleration	80.0
FSA Mathematics Achievement	75.0
ELA/Reading Gains	80.0
FSA ELA Achievement	70.0
Statewide Science Assessment Achievement	80.0
Math Gains	80.0
Civics EOC Pass	75.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

**Targeted Barriers to Achieving the Goal** **3**

- Limited Knowledge and Implementation
- Minimal Resources
- Family/Student Engagement

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

- Professional Learning on best practices for supporting ESE students. District liaisons that provide additional support.
- Change in schedules for Least Restrictive Environment to include collaborative instruction between Support Facilitation and General Education teachers.
- Parent Liaison, family engagement/curriculum nights, SAC meetings/funds, business partners, and incentive program.
- Intervention teacher to coordinate school-wide Social Emotional Learning program.
- Title I funds; whole day quarterly PLC work days, and focused walk-throughs.
- Title I funds for weekly tutoring and Saturday boot-camps in content specific areas, with focus on literacy.
- Professional Learning on differentiation, restorative practices, technology summits, book studies, instructional coaches, curriculum maps, district curriculum specialists.
- Growling Gators, PBIS, SGA.

**Plan to Monitor Progress Toward G1. 8**

SIP Progress Monitoring Meeting

**Person Responsible**

Stacy Gotlib

**Schedule**

On 10/16/2018

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

**Plan to Monitor Progress Toward G1. 8**

SIP Midyear Review

**Person Responsible**

Stacy Gotlib

**Schedule**

On 1/14/2019

**Evidence of Completion**

Midyear Review in CIMS

**Plan to Monitor Progress Toward G1. 8**

State Assessment Results

**Person Responsible**

Stacy Gotlib

**Schedule**

On 7/12/2019

**Evidence of Completion**

Step Zero for 2018-2019 SIP

## 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.** If we at RSMST&I expand our knowledge of inclusive strategies and refine the implementation of instructional practices, through equitable access to resources and increased family and student engagement; then we will provide all students with opportunities for achievement. 1

G100517

**G1.B1** Limited Knowledge and Implementation 2

B271061

**G1.B1.S1** Refine systemic practices and provide professional learning to support inclusive strategies. 4

S286957

### Strategy Rationale

- \* Increase percentage of teachers effectively implementing inclusive strategies.
- \* Increase student achievement.
- \* Foster collective efficacy among faculty and staff.
- \* Expand teacher best practice toolbox.
- \* Implement learning walks, data chats, teacher-to-teacher observations, etc.

### Action Step 1 5

Pre-Planning Training on Collaborative Planning for Supporting Students with Disabilities

#### Person Responsible

Brenda Beery

#### Schedule

On 8/7/2018

#### Evidence of Completion

Sign-in Sheet

### Action Step 2 5

ELL WIDA Review

#### Person Responsible

Brenda Beery

#### Schedule

On 9/4/2018

#### Evidence of Completion

Sign-in Sheet

**Action Step 3** 5

Reciprocal Teaching

**Person Responsible**

Brenda Beery

**Schedule**

On 9/26/2018

**Evidence of Completion**

Sign-In Sheet, Nearpod Formative, Book Study Follow-up (Reciprocal Teaching)

**Action Step 4** 5

Book Studies (Collective Efficacy, Whole Brain Teaching for Challenging Kids, Lost at School, Teach Like A Champ 2.0, Content Area Conversations, Rigor is Not a Four-Letter Word, and Reciprocal Teaching)

**Person Responsible**

Stacy Gotlib

**Schedule**

Weekly, from 8/7/2018 to 5/31/2019

**Evidence of Completion**

Twitter Participation, Sign-in sheets, Microsoft Teams

**Action Step 5** 5

Collaborative Learning Strategies

**Person Responsible**

Brenda Beery

**Schedule**

On 11/6/2018

**Evidence of Completion**

Sign-in Sheet

**Action Step 6** 5

Content Area Conversations

**Person Responsible**

Lauren Marchione

**Schedule**

On 2/13/2019

**Evidence of Completion**

Lauren Marchione, Cindy McNairy

**Action Step 7** 5

Professional Learning Communities to include Support Facilitators and Academic Coaches

**Person Responsible**

Stacy Gotlib

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

PLC Minutes

**Action Step 8** 5

District Professional Learning (8/8/2018, 9/17/2018, 10/17/2018, 11/28/2018, 1/23/2019, 2/27/2019)

**Person Responsible**

Stacy Gotlib

**Schedule**

Every 2 Months, from 8/8/2018 to 2/27/2019

**Evidence of Completion**

Sign-in sheets and use in classroom



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

Coaches observing in the classroom

**Person Responsible**

Lauren Marchione

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Coaching plans or logs (NTC), lesson plans

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

Coaches observe PLC's in action

**Person Responsible**

Lauren Marchione

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

PLC minutes, agenda, Microsoft Teams

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

Possible DPP cycles and walk-throughs

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

MyPGS evidence

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/7/2018 to 5/31/2019

***Evidence of Completion***

Monthly data chats, learning walks, observation notes, lesson plans, SLT minutes, attendance records, ODR's, DIA/iReady/SMT/VLT data.

**G1.B2 Minimal Resources** 2

B271062

**G1.B2.S1** Provide equitable resources for faculty and students. 4

S286958

**Strategy Rationale**

- \* Include more technology to enhance engagement and increase literacy levels for 21st Century learning.
- \* PLC work days
- \* Tutoring funds
- \* Implement learning walks, data chats, teacher-to-teacher observations, etc.

**Action Step 1** 5

Technology Summit #1

**Person Responsible**

Stacy Gotlib

**Schedule**

On 12/12/2018

***Evidence of Completion***

Sign-in sheets and use in classroom

**Action Step 2** 5

Technology Summit #2

**Person Responsible**

Stacy Gotlib

**Schedule**

On 3/27/2019

***Evidence of Completion***

Sign-in sheets and use in classroom

**Action Step 3** 5

Whole day PLC by Content Area (4 times through the school year)

**Person Responsible**

Lauren Marchione

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

PLC Minutes, Sign-in sheets and agenda

**Action Step 4** 5

Title I Tutoring

**Person Responsible**

Brenda Beery

**Schedule**

Weekly, from 10/1/2018 to 3/29/2019

**Evidence of Completion**

Student attendance, pre/post tests

**Action Step 5** 5

Learning Walks – teacher to teacher observation

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Observation Notes, instructional impact, DPP cycle

**Action Step 6** 5

Data Chats – through PLC’s

**Person Responsible**

Lauren Marchione

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

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

Coaches observing in the classroom

**Person Responsible**

Lauren Marchione

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

Coaching plans or logs (NTC), lesson plans

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

Coaches observe PLC’s in action

**Person Responsible**

Lauren Marchione

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

***Evidence of Completion***

PLC minutes, agenda, Microsoft Teams

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

Possible DPP cycles and walk-throughs

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

MyPGS evidence

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

SLT/Department Chairs Collaborate on access to resources

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

SLT minutes and reflections

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/7/2018 to 5/31/2019

**Evidence of Completion**

Monthly data chats, learning walks, observation notes, lesson plans, SLT minutes, attendance records, ODR's, DIA/iReady/SMT/VLT data

**G1.B3 Family/Student Engagement** 2

B271063

**G1.B3.S1** Collaborate with all stakeholders to increase positive behavior, attendance, and acceptance of all students. 4

S286959

**Strategy Rationale**

- \* Decrease Office Discipline Referral's
- \* Increase attendance
- \* Facilitate positive and accepting student environment

**Action Step 1** 5

Parent Liaison

**Person Responsible**

Stacy Gotlib

**Schedule**

Daily, from 9/3/2018 to 5/31/2019

**Evidence of Completion**

Sign-in sheet, outlook calendar

**Action Step 2** 5

Implementation of PBIS and Sunshine Committee

**Person Responsible**

Jesika Butler

**Schedule**

Monthly, from 8/7/2018 to 5/31/2019

**Evidence of Completion**

Sign-in sheets, ODR data, Faculty and Student Positive Moral, Growling Gators

**Action Step 3** 5

Restorative Practices Training

**Person Responsible**

Brenda Beery

**Schedule**

On 10/23/2018

**Evidence of Completion**

Sign-in sheets and use in classroom

**Action Step 4** 5

Social Emotional Liaison

**Person Responsible**

Stacy Gotlib

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

In class lessons, small groups, 1:1 assistance

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

Using attendance and PST attendance records

**Person Responsible**

Stacy Gotlib

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Attendance records, Parent teacher conference forms, attendance contract, PST record



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

Growling Gators submission forms and attendance at PBIS meetings

**Person Responsible**

Jesika Butler

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Office Discipline Referral's

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

Monitor at risk students through Social Emotional Liasion

**Person Responsible**

Stacy Gotlib

**Schedule**

Quarterly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Student log, outlook calendar

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

**Person Responsible**

Stacy Gotlib

**Schedule**

Monthly, from 8/7/2018 to 5/31/2019

**Evidence of Completion**

Monthly data chats, learning walks, observation notes, lesson plans, SLT minutes, attendance records, ODR's, DIA/iReady/SMT/VLT data.

## V. Professional Development Opportunities

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

**G1.** If we at RSMST&I expand our knowledge of inclusive strategies and refine the implementation of instructional practices, through equitable access to resources and increased family and student engagement; then we will provide all students with opportunities for achievement.

### **G1.B1** Limited Knowledge and Implementation

**G1.B1.S1** Refine systemic practices and provide professional learning to support inclusive strategies.

#### **PD Opportunity 1**

Pre-Planning Training on Collaborative Planning for Supporting Students with Disabilities

##### **Facilitator**

Sheryl Sandvoss

##### **Participants**

Instructional Staff

##### **Schedule**

On 8/7/2018

#### **PD Opportunity 2**

ELL WIDA Review

##### **Facilitator**

Sandra Quijano

##### **Participants**

Instructional Staff

##### **Schedule**

On 9/4/2018

### **PD Opportunity 3**

Reciprocal Teaching

#### **Facilitator**

Nicole O'Quinn

#### **Participants**

Instructional Staff

#### **Schedule**

On 9/26/2018

### **PD Opportunity 4**

Book Studies (Collective Efficacy, Whole Brain Teaching for Challenging Kids, Lost at School, Teach Like A Champ 2.0, Content Area Conversations, Rigor is Not a Four-Letter Word, and Reciprocal Teaching)

#### **Facilitator**

Various Teachers

#### **Participants**

Faculty/Staff/Adminstration/Academic Coaches

#### **Schedule**

Weekly, from 8/7/2018 to 5/31/2019

### **PD Opportunity 5**

Collaborative Learning Strategies

#### **Facilitator**

Brenda Beery, Nicole O'Quinn, Candace Ezell

#### **Participants**

Instructional Staff

#### **Schedule**

On 11/6/2018

### **PD Opportunity 6**

Content Area Conversations

**Facilitator**

Sign-in Sheet

**Participants**

Instructional Staff

**Schedule**

On 2/13/2019

### **PD Opportunity 7**

Professional Learning Communities to include Support Facilitators and Academic Coaches

**Facilitator**

Stacy Gotlib

**Participants**

Instructional Staff

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

### **PD Opportunity 8**

District Professional Learning (8/8/2018, 9/17/2018, 10/17/2018, 11/28/2018, 1/23/2019, 2/27/2019)

**Facilitator**

District Content Area Curriculum Facilitators

**Participants**

Instructional Staff

**Schedule**

Every 2 Months, from 8/8/2018 to 2/27/2019

## G1.B2 Minimal Resources

### G1.B2.S1 Provide equitable resources for faculty and students.

#### PD Opportunity 1

Whole day PLC by Content Area (4 times through the school year)

##### Facilitator

Stacy Gotlib

##### Participants

Instructional Staff

##### Schedule

Quarterly, from 8/13/2018 to 5/31/2019

#### PD Opportunity 2

Title I Tutoring

##### Facilitator

Nicole O'Quinn

##### Participants

At Need Students based on Data

##### Schedule

Weekly, from 10/1/2018 to 3/29/2019

#### PD Opportunity 3

Learning Walks – teacher to teacher observation

##### Facilitator

Stacy Gotlib

##### Participants

Instructional Staff

##### Schedule

Monthly, from 8/13/2018 to 5/31/2019

#### **PD Opportunity 4**

Data Chats – through PLC's

##### **Facilitator**

Lauren Marchione and Cindy McNairy

##### **Participants**

Instructional Staff

##### **Schedule**

Weekly, from 8/13/2018 to 5/31/2019

### **G1.B3 Family/Student Engagement**

**G1.B3.S1** Collaborate with all stakeholders to increase positive behavior, attendance, and acceptance of all students.

#### **PD Opportunity 1**

Parent Liaison

##### **Facilitator**

Kelleen Long

##### **Participants**

Students and community

##### **Schedule**

Daily, from 9/3/2018 to 5/31/2019

#### **PD Opportunity 2**

Implementation of PBIS and Sunshine Committee

##### **Facilitator**

Jesika Butler

##### **Participants**

Faculty and Students

##### **Schedule**

Monthly, from 8/7/2018 to 5/31/2019

**PD Opportunity 3**

Restorative Practices Training

**Facilitator**

Candace Ezell

**Participants**

Instructional Staff

**Schedule**

On 10/23/2018

**PD Opportunity 4**

Social Emotional Liaison

**Facilitator**

Christina Okoya

**Participants**

Faculty and Students

**Schedule**

Daily, from 8/13/2018 to 5/31/2019

## VI. Technical Assistance Items

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

**G1.** If we at RSMST&I expand our knowledge of inclusive strategies and refine the implementation of instructional practices, through equitable access to resources and increased family and student engagement; then we will provide all students with opportunities for achievement.

### G1.B2 Minimal Resources

**G1.B2.S1** Provide equitable resources for faculty and students.

#### TA Opportunity 1

Technology Summit #1

##### Facilitator

Adam Blair and Val Yisrael

##### Participants

Instructional Staff

##### Schedule

On 12/12/2018

#### TA Opportunity 2

Technology Summit #2

##### Facilitator

Adam Blair and Val Yisrael

##### Participants

Instructional Staff

##### Schedule

On 3/27/2019

## VII. Budget

1	G1.B1.S1.A1	Pre-Planning Training on Collaborative Planning for Supporting Students with Disabilities	\$0.00
2	G1.B1.S1.A2	ELL WIDA Review	\$0.00
3	G1.B1.S1.A3	Reciprocal Teaching	\$0.00



Volusia - 7741 - River Springs Middle School - 2018-19 SIP  
River Springs Middle School

4	G1.B1.S1.A4	<b>Book Studies (Collective Efficacy, Whole Brain Teaching for Challenging Kids, Lost at School, Teach Like A Champ 2.0, Content Area Conversations, Rigor is Not a Four-Letter Word, and Reciprocal Teaching)</b>				<b>\$2,834.20</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7741 - River Springs Middle School	Title, I Part A		\$2,834.20
5	G1.B1.S1.A5	<b>Collaborative Learning Strategies</b>				<b>\$0.00</b>
6	G1.B1.S1.A6	<b>Content Area Conversations</b>				<b>\$0.00</b>
7	G1.B1.S1.A7	<b>Professional Learning Communities to include Support Facilitators and Academic Coaches</b>				<b>\$0.00</b>
8	G1.B1.S1.A8	<b>District Professional Learning (8/8/2018, 9/17/2018, 10/17/2018, 11/28/2018, 1/23/2019, 2/27/2019)</b>				<b>\$0.00</b>
9	G1.B2.S1.A1	<b>Technology Summit #1</b>				<b>\$0.00</b>
10	G1.B2.S1.A2	<b>Technology Summit #2</b>				<b>\$0.00</b>
11	G1.B2.S1.A3	<b>Whole day PLC by Content Area (4 times through the school year)</b>				<b>\$25,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7741 - River Springs Middle School	Title, I Part A		\$25,000.00
12	G1.B2.S1.A4	<b>Title I Tutoring</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7741 - River Springs Middle School	Title, I Part A		\$15,000.00
13	G1.B2.S1.A5	<b>Learning Walks – teacher to teacher observation</b>				<b>\$13,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7741 - River Springs Middle School	Title, I Part A		\$13,000.00
14	G1.B2.S1.A6	<b>Data Chats – through PLC's</b>				<b>\$0.00</b>
15	G1.B3.S1.A1	<b>Parent Liaison</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7741 - River Springs Middle School	Title, I Part A		\$15,000.00
16	G1.B3.S1.A2	<b>Implementation of PBIS and Sunshine Committee</b>				<b>\$0.00</b>
17	G1.B3.S1.A3	<b>Restorative Practices Training</b>				<b>\$0.00</b>
18	G1.B3.S1.A4	<b>Social Emotional Liaison</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$70,834.20</b>

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2019</b>					
G1.B1.S1.A1 A388663	Pre-Planning Training on Collaborative Planning for Supporting Students with Disabilities	Beery, Brenda	8/7/2018	Sign-in Sheet	8/7/2018 one-time
G1.B1.S1.A2 A388664	ELL WIDA Review	Beery, Brenda	9/4/2018	Sign-in Sheet	9/4/2018 one-time
G1.B1.S1.A3 A388665	Reciprocal Teaching	Beery, Brenda	9/26/2018	Sign-In Sheet, Nearpod Formative, Book Study Follow-up (Reciprocal Teaching)	9/26/2018 one-time
G1.MA1 M424714	SIP Progress Monitoring Meeting	Gotlib, Stacy	10/16/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/16/2018 one-time
G1.B3.S1.A3 A388679	Restorative Practices Training	Beery, Brenda	10/23/2018	Sign-in sheets and use in classroom	10/23/2018 one-time
G1.B1.S1.A5 A388667	Collaborative Learning Strategies	Beery, Brenda	11/6/2018	Sign-in Sheet	11/6/2018 one-time
G1.B2.S1.A1 A388671	Technology Summit #1	Gotlib, Stacy	12/12/2018	Sign-in sheets and use in classroom	12/12/2018 one-time
G1.MA2 M424715	SIP Midyear Review	Gotlib, Stacy	1/14/2019	Midyear Review in CIMS	1/14/2019 one-time
G1.B1.S1.A6 A388668	Content Area Conversations	Marchione, Lauren	2/13/2019	Lauren Marchione, Cindy McNairy	2/13/2019 one-time
G1.B1.S1.A8 A388670	District Professional Learning (8/8/2018, 9/17/2018, 10/17/2018, 11/28/2018, 1/23/2019, 2/27/2019)	Gotlib, Stacy	8/8/2018	Sign-in sheets and use in classroom	2/27/2019 every-2-months
G1.B2.S1.A2 A388672	Technology Summit #2	Gotlib, Stacy	3/27/2019	Sign-in sheets and use in classroom	3/27/2019 one-time
G1.B2.S1.A4 A388674	Title I Tutoring	Beery, Brenda	10/1/2018	Student attendance, pre/post tests	3/29/2019 weekly
G1.B1.S1.MA1 M424701	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Gotlib, Stacy	8/7/2018	Monthly data chats, learning walks, observation notes, lesson plans, SLT minutes, attendance records, ODR's, DIA/iReady/SMT/VLT data.	5/31/2019 monthly
G1.B1.S1.MA1 M424702	Coaches observing in the classroom	Marchione, Lauren	8/13/2018	Coaching plans or logs (NTC), lesson plans	5/31/2019 weekly
G1.B1.S1.MA2 M424703	Coaches observe PLC's in action	Marchione, Lauren	8/13/2018	PLC minutes, agenda, Microsoft Teams	5/31/2019 weekly
G1.B1.S1.MA3 M424704	Possible DPP cycles and walk-throughs	Gotlib, Stacy	8/13/2018	MyPGS evidence	5/31/2019 monthly
G1.B1.S1.A4 A388666	Book Studies (Collective Efficacy, Whole Brain Teaching for Challenging Kids, Lost at School, Teach...	Gotlib, Stacy	8/7/2018	Twitter Participation, Sign-in sheets, Microsoft Teams	5/31/2019 weekly
G1.B1.S1.A7 A388669	Professional Learning Communities to include Support Facilitators and Academic Coaches	Gotlib, Stacy	8/13/2018	PLC Minutes	5/31/2019 weekly
G1.B2.S1.MA1 M424705	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Gotlib, Stacy	8/7/2018	Monthly data chats, learning walks, observation notes, lesson plans, SLT minutes, attendance records, ODR's, DIA/iReady/SMT/VLT data	5/31/2019 monthly
G1.B2.S1.MA1 M424706	Coaches observing in the classroom	Marchione, Lauren	8/13/2018	Coaching plans or logs (NTC), lesson plans	5/31/2019 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA2 M424707	Coaches observe PLC's in action	Marchione, Lauren	8/13/2018	PLC minutes, agenda, Microsoft Teams	5/31/2019 weekly
G1.B2.S1.MA3 M424708	Possible DPP cycles and walk-throughs	Gotlib, Stacy	8/13/2018	MyPGS evidence	5/31/2019 monthly
G1.B2.S1.MA4 M424709	SLT/Department Chairs Collaborate on access to resources	Gotlib, Stacy	8/13/2018	SLT minutes and reflections	5/31/2019 monthly
G1.B2.S1.A3 A388673	Whole day PLC by Content Area (4 times through the school year)	Marchione, Lauren	8/13/2018	PLC Minutes, Sign-in sheets and agenda	5/31/2019 quarterly
G1.B2.S1.A5 A388675	Learning Walks – teacher to teacher observation	Gotlib, Stacy	8/13/2018	Observation Notes, instructional impact, DPP cycle	5/31/2019 monthly
G1.B2.S1.A6 A388676	Data Chats – through PLC's	Marchione, Lauren	8/13/2018		5/31/2019 weekly
G1.B3.S1.MA1 M424710	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Gotlib, Stacy	8/7/2018	Monthly data chats, learning walks, observation notes, lesson plans. SLT minutes, attendance records, ODR's, DIA/iReady/SMT/VLT data.	5/31/2019 monthly
G1.B3.S1.MA1 M424711	Using attendance and PST attendance records	Gotlib, Stacy	8/13/2018	Attendance records, Parent teacher conference forms, attendance contract, PST record	5/31/2019 daily
G1.B3.S1.MA2 M424712	Growling Gators submission forms and attendance at PBIS meetings	Butler, Jesika	8/13/2018	Office Discipline Referral's	5/31/2019 monthly
G1.B3.S1.MA3 M424713	Monitor at risk students through Social Emotional Liasion	Gotlib, Stacy	8/13/2018	Student log, outlook calendar	5/31/2019 quarterly
G1.B3.S1.A1 A388677	Parent Liaison	Gotlib, Stacy	9/3/2018	Sign-in sheet, outlook calendar	5/31/2019 daily
G1.B3.S1.A2 A388678	Implementation of PBIS and Sunshine Committee	Butler, Jesika	8/7/2018	Sign-in sheets, ODR data, Faculty and Student Positive Moral, Growling Gators	5/31/2019 monthly
G1.B3.S1.A4 A388680	Social Emotional Liaison	Gotlib, Stacy	8/13/2018	In class lessons, small groups, 1:1 assistance	5/31/2019 daily
G1.MA3 M424716	State Assessment Results	Gotlib, Stacy	5/31/2019	Step Zero for 2018-2019 SIP	7/12/2019 one-time