

St. Johns County School District

# Sebastian Middle School



2019-20 Schoolwide Improvement Plan

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# Sebastian Middle School

2955 LEWIS SPEEDWAY, St Augustine, FL 32084

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

## Demographics

**Principal: K IR Stie Gabaldon**

Start Date for this Principal: 8/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	44%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (55%) 2016-17: C (53%) 2015-16: C (53%) 2014-15: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the St. Johns County School Board on 10/1/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>66%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>23%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	B	B	C	C

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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>.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Gabaldon, Kirstie	Principal	
Fortune, Leanne	School Counselor	
Hoechst, Robert	Psychologist	
Hensley, Angela	Assistant Principal	
Hodges, Matt	Instructional Coach	ILC
Hayes, Kevin	Dean	Dean
Tagliarini, Darrin	School Counselor	counselor

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	278	257	220	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	0	0	37	35	40	0	0	0	0	112
One or more suspensions	0	0	0	0	0	0	30	33	40	0	0	0	0	103
Course failure in ELA or Math	0	0	0	0	0	0	2	28	9	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	43	50	60	0	0	0	0	153

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	23	34	37	0	0	0	0	94

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	3	1	0	0	0	0	0	4

**FTE units allocated to school (total number of teacher units)**

43

**Date this data was collected or last updated**

Monday 8/19/2019

**Prior Year - As Reported**

**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	34	38	50	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	24	38	40	0	0	0	0	102
Course failure in ELA or Math	0	0	0	0	0	0	6	9	15	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	50	56	59	0	0	0	0	165

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	23	33	38	0	0	0	0	94

**Prior Year - Updated**

**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	34	38	50	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	24	38	40	0	0	0	0	102
Course failure in ELA or Math	0	0	0	0	0	0	6	9	15	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	50	56	59	0	0	0	0	165

**The number of students with two or more early warning indicators:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	23	33	38	0	0	0	0	94

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	68%	54%	53%	69%	52%
ELA Learning Gains	52%	59%	54%	54%	61%	54%
ELA Lowest 25th Percentile	41%	48%	47%	40%	50%	44%
Math Achievement	61%	77%	58%	60%	76%	56%
Math Learning Gains	61%	68%	57%	52%	65%	57%
Math Lowest 25th Percentile	54%	60%	51%	33%	55%	50%
Science Achievement	65%	70%	51%	54%	69%	50%
Social Studies Achievement	76%	88%	72%	70%	87%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	278 (0)	257 (0)	220 (0)	755 (0)
Attendance below 90 percent	37 (34)	35 (38)	40 (50)	112 (122)
One or more suspensions	30 (24)	33 (38)	40 (40)	103 (102)
Course failure in ELA or Math	2 (6)	28 (9)	9 (15)	39 (30)
Level 1 on statewide assessment	43 (50)	50 (56)	60 (59)	153 (165)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	60%	74%	-14%	54%	6%
	2018	49%	71%	-22%	52%	-3%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	57%	72%	-15%	52%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	54%	70%	-16%	51%	3%
Same Grade Comparison		3%				
Cohort Comparison		8%				
08	2019	55%	71%	-16%	56%	-1%
	2018	54%	76%	-22%	58%	-4%
Same Grade Comparison		1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	74%	-15%	55%	4%
	2018	54%	73%	-19%	52%	2%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	55%	80%	-25%	54%	1%
	2018	58%	80%	-22%	54%	4%
Same Grade Comparison		-3%				
Cohort Comparison		1%				
08	2019	53%	78%	-25%	46%	7%
	2018	40%	73%	-33%	45%	-5%
Same Grade Comparison		13%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	63%	72%	-9%	48%	15%
	2018	60%	75%	-15%	50%	10%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	87%	13%	67%	33%
2018	100%	84%	16%	65%	35%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	90%	-10%	71%	9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	89%	-14%	71%	4%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	79%	20%	61%	38%
2018	96%	79%	17%	62%	34%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	81%	19%	57%	43%
2018	100%	77%	23%	56%	44%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	39	39	25	52	49	22	52			
ASN	80			90							
BLK	23	43	47	27	51	49	28	48			
HSP	50	47	20	51	56	42	60	79	56		
MUL	61	41		72	65						
WHT	59	54	43	65	63	59	68	81	66		
FRL	38	46	46	47	54	52	50	62	35		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	38	40	28	37	30	27	51	30		
BLK	24	27	32	34	40	39	30	50	40		
HSP	50	48	25	59	60	56	43	59			
MUL	44	54		53	33						
WHT	56	46	42	63	54	42	69	78	69		
FRL	38	41	40	47	47	39	47	66	54		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	41	38	19	34	36	16	38			
ASN	91			100							
BLK	24	40	33	32	43	35	27	44			
HSP	52	61	50	45	42	27	64	50			
MUL	53	58		59	41						
WHT	57	55	42	65	55	34	58	76	63		
FRL	41	48	41	46	43	28	44	62	48		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	531
Total Components for the Federal Index	9
Percent Tested	98%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The ELA lowest quartile showed the lowest percentage, which includes many of our students with disabilities and students who are African-American. Students are entering Middle School below grade level. The lowest quartile gains in ELA have been stagnant.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Our 7th grade math score decreased by 3% this school year. The 7th grade math team was comprised of two inexperienced math teachers new to Sebastian. The math coach began working with this team and continues to do so this school year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The ELA lowest quartile showed the lowest percentage, which includes many of our students with disabilities and students who are African-American. Students are entering Middle School below grade level. The lowest quartile gains in ELA have been stagnant.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The 8th grade math proficiency increased by 13% with the implementation of the math coach. A renewed focus on standards and instructional strategies pushed the team forward.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

There are concerns about how many students in each grade level are level 1 FSA.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Close the achievement gap in ELA and math between subgroups (students with disabilities - 37% and Students who are African-American 41% ) and schoolwide scores 59% Increasing ELA and math scores by 3% at each grade level
2. Increasing ELA and math lowest quartile by 5%
3. Close the achievement gap in ELA and math between subgroups (students with disabilities - 37% and Students who are African-American 41% ) and schoolwide scores 59%
- 4.. Creating a Single School Culture

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	To increase school wide proficiency scores in literacy by 3% and increase learning gains of the lowest quartile by 5% (from 41% to 46%) as measured by the FSA.
<b>Rationale</b>	The data indicates that our lowest 25% has remained stagnant for the last 3 years.
<b>State the measurable outcome the school plans to achieve</b>	To increase the learning gains of our lowest 25% by 5% in order to close the achievement gap.
<b>Person responsible for monitoring outcome</b>	Matt Hodges (matt.hodges@stjohns.k12.fl.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. The master schedule will include common PLC planning time in order to create common assessments.</li> <li>2. PLC teams will create common assessments and review their data for each unit.</li> <li>3. The exceptional education students will receive support facilitation 5 days a week in ELA.</li> <li>4. Our FSA level 1 and 2 students will receive reading interventions in Intensive Reading or Critical Thinking.</li> <li>5. Our Intensive Reading and Critical Thinking classes will utilize programs such as SIPPS, LLI, Wilson Rewards, and Reading Plus in order to make gains in reading.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Reading programs selected based on research presented by companies. PLC/planning supported by Solution Tree research and Hattie's Visible Learning. Phonics instruction has effect size of .6 and repeated reading programs .67 effect size. Consistent application of support facilitation held as best practice across the district.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The master schedule will include common PLC planning time in order to create common assessments.</li> <li>2. PLC teams will create common assessments and review their data for each unit.</li> <li>3. The exceptional education students will receive support facilitation 5 days a week in ELA.</li> <li>4. Our FSA level 1 and 2 students will receive reading interventions in Intensive Reading or Critical Thinking.</li> <li>5. Our Intensive Reading and Critical Thinking classes will utilize programs such as SIPPS, LLI, Wilson Rewards, and Reading Plus in order to make gains in reading.</li> </ol>
<b>Person Responsible</b>	Matt Hodges (matt.hodges@stjohns.k12.fl.us)

<b>#2</b>	
<b>Title</b>	To increase school wide proficiency scores in mathematics by 3% and increase learning gains of the lowest quartile by 5% (from 54% to 59%) as measured by the FSA.
<b>Rationale</b>	Over the last 2 years, as students transition from 7th to 8th grade, the overall scores in Math proficiency on the FSA have declined. The 7th grade math scores on FSA have also declined over the past 3 years.
<b>State the measurable outcome the school plans to achieve</b>	To close the achievement gap in Math by 5% per grade level.
<b>Person responsible for monitoring outcome</b>	Angela Hensley (angela.hensley@stjohns.k12.fl.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. The master schedule will allow for additional sections of Math, creating smaller class size in the standard math classes.</li> <li>2. The Exceptional Education students will receive support facilitation 5 days a week in their math class.</li> <li>3. Dr. Davis, our Math Coach, will provide Professional Development to all math teachers.</li> <li>4. Math teachers will utilize the online textbook and iReady to progress monitor the students.</li> <li>5. The math teachers will collaborate and plan with other teachers in order to create and implement cross curricular lessons involving STEAM and Project Based Learning activities.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	PLC/planning supported by Solution Tree research and Hattie's Visible Learning. Developing creative programs including critical thinking skills and project based learning in Science and Math has an effect size of .65. Consistent application of support facilitation held as best practice across the district.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The master schedule will allow for additional sections of Math, creating smaller class size in the standard math classes.</li> <li>2. The Exceptional Education students will receive support facilitation 5 days a week in their math class.</li> <li>3. Dr. Davis, our Math Coach, will provide Professional Development to all math teachers.</li> <li>4. Math teachers will utilize the online textbook and iReady to progress monitor the students.</li> <li>5. The math teachers will collaborate and plan with other teachers in order to create and implement cross curricular lessons involving STEAM and Project Based Learning activities.</li> </ol>
<b>Person Responsible</b>	Angela Hensley (angela.hensley@stjohns.k12.fl.us)



<b>#3</b>	
<b>Title</b>	To cultivate a positive school culture through high expectations for all with a focus on relationships and positive behaviors.
<b>Rationale</b>	When clear expectations and positive relationships are present throughout a school, students and teachers are able to maintain an academic focus.
<b>State the measurable outcome the school plans to achieve</b>	Out of school suspensions will decrease by 5% from last year.
<b>Person responsible for monitoring outcome</b>	Kirstie Gabaldon (kirstie.gabaldon@stjohns.k12.fl.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. We will create and use documents supporting a single school culture that are accessible to faculty, parents, and students alike.</li> <li>2. We will implement a PBS reward system supporting single school culture expectations and character counts pillars.</li> <li>3. Students will utilize planners to record homework and access rewards.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<p>Developing positive relationships is supported by Hattie's Visible Learning. Research supporting PBS can be found at <a href="https://www.apbs.org/new_apbs/researchIntro.aspx">https://www.apbs.org/new_apbs/researchIntro.aspx</a></p> <p>Decreasing disruptive behavior in class has an effect size of .53 and teacher/student relationships has .73 effect size.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. We will create and use documents supporting a single school culture that are accessible to faculty, parents, and students alike.</li> <li>2. We will implement a PBS reward system supporting single school culture expectations and character counts pillars.</li> <li>3. Students will utilize planners to record homework and access rewards.</li> </ol>
<b>Person Responsible</b>	Kirstie Gabaldon (kirstie.gabaldon@stjohns.k12.fl.us)

<b>#4</b>	
<b>Title</b>	To narrow the gap between our two subgroups under 41% (Students with disabilities - 37% and Students who are African- American -40%) and the schoolwide scores
<b>Rationale</b>	The data indicates we have two subgroups below 41 %. Students with disabilities at 37% and Students who are African -American at 40%.
<b>State the measurable outcome the school plans to achieve</b>	The gap between our subgroups and our school wide average meeting proficiency will simultaneously raise and narrow by 3% as demonstrated by classroom grades, district and state exam scores, and FSA data.
<b>Person responsible for monitoring outcome</b>	Kirstie Gabaldon (kirstie.gabaldon@stjohns.k12.fl.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. identify and monitor students who comprise the two sub-groups</li> <li>2. The master schedule will allow for additional sections of Math, creating smaller class size in the standard math classes.</li> <li>3. The Exceptional Education students will receive support facilitation 5 days a week in their math and ELA class when Support is on their IEP</li> <li>4.. Faculty meetings will include coaching on instructional pedagogy for struggling students.</li> <li>5. PLC Teams will Track data in summative assessments, and use to inform instructional strategy choices</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Hattie's visible Learning shows that Effective feedback has a learning effect size of 0.90, and teaching strategies at 0.60, co teaching at 0.19, class size at 0.21
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. identify and monitor students who comprise the two sub-groups</li> <li>2. The master schedule will allow for additional sections of Math, creating smaller class size in the standard math classes.</li> <li>3. The Exceptional Education students will receive support facilitation 5 days a week in their math and ELA class when Support is on their IEP</li> <li>4.. Faculty meetings will include coaching on instructional pedagogy for struggling students highlighting effective feedback etc</li> <li>5. PLC Teams will Track data in summative assessments, and use to inform instructional strategy choices</li> </ol>
<b>Person Responsible</b>	Kirstie Gabaldon (kirstie.gabaldon@stjohns.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school will create a Single School Culture document that is accessible, clear, and shares expectations for stakeholders. There will be varied opportunities for families and parents to be part of school events that are staggered throughout the year and at different times of the day and evening. These include Communication cornerstones, open houses, PTO/SAC meetings and Exhibitions. We will use our parent liaison to assist families and communicate through biweekly electronic newsletter and a quarterly paper newsletter.

**PFEP Link**

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

**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.**

In the winter, we hold a 5th grade Night inviting incoming 5th graders and their parents to an evening of "About SMS". We offer an information session for parents, a scavenger hunt for students, meet-the-teachers and see-the-classrooms tour, along with an ice cream social. In the Spring, we visit each elementary school and provide a 'virtual' tour of the school, to answer all questions. We also hold a STEAM Night designed to highlight our push to deeper learning and also invite our community partners to share that experience. These events are designed to alleviate fears and answer questions about the transition to middle school. In addition, we send out a summer newsletter and a welcome letter to 5th grade families. This year we hosted a STEM Camp which gave us the opportunity to connect directly with 6th graders and facilitate that transition to Inquiry or PBL. Our goal is to make this an annual event and again to culminate with students presenting their project to parents and business partners.

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

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

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

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

**Title I, Part A**

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

**Title I, Part C- Migrant**

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

Title I, Part D

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

Title II

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

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Title IX- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

**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.**

This does not apply to us.

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

We approach career learning through the 8th grade US History classes schoolwide. Local businesses and art organisations are are part of our STEAM Advisory Board which meet quarterly and local musicians volunteer with the SMS Orchestra. We also host a career fair.