Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sebastian River Middle School

9400 FELLSMERE RD
Sebastian, FL 32958
772-564-5111
www.indianriverschools.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	69%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	49%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	C	B	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	**4**
Differentiated Accountability	**5**
Part I: Current School Status	**6**
Part II: Expected Improvements	**19**
Goals Summary	**24**
Goals Detail	**24**
Action Plan for Improvement	**34**
Part III: Coordination and Integration	**55**
Appendix 1: Professional Development Plan to Support Goals	**57**
Appendix 2: Budget to Support Goals	**62**

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sebastian River Middle School

Principal
Dave Kramek

School Advisory Council chair
Merideth Tatro

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dave Kramek	Principal
Cynthia Emerson	Assistant Principal
Bennie Shaw	Assistant Principal

District-Level Information

District
Indian River

Superintendent
Dr. Frances J Adams

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC is comprised of a Chairperson, Secretary, the School Principal, two parent members from each grade level (6,7, & 8), as well as business/community members and school staff.
Public View - Membership Report for Sebastian River Middle School
Last First Category Status District Employed
Campbell Halik Parent Non-Voting No
Daley Marissa Parent Voting No
Griffin Denise Parent Voting No
Grunzweig Gina Parent Voting No
Kramek Dave Principal Voting Yes
Maschhoff Carol Parent Voting No
McCombs Shameka Teacher Voting Yes
Nancy Weiss Parent Voting No
Rojas Juan Teacher Voting Yes
Scaramuzzi Carol Parent Voting No
Seixas Stella Teacher Voting Yes

Tatro ** Meredith Teacher Voting Yes (SAC chair)
Valencia Annie Support Voting Yes
Vasquez Yuly Business Voting No
Giunta Susan Teacher Non-voting Yes (SAC secretary)

Involvement of the SAC in the development of the SIP

SAC reviews the School Improvement Plan specifically at a minimum of 2 meetings per year, however most meetings focus on district initiatives, and legislation that may affect student performance as well as programs and other school based initiatives that are listed in the SIP.

Activities of the SAC for the upcoming school year

SAC will meet as needed and may consider fundraising to continue to sponsor “Cowboy Camp” (6th grade orientation day).

Projected use of school improvement funds, including the amount allocated to each project

No funds are being allotted to school SAC per legislation at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dave Kramek		
Principal	Years as Administrator: 18	Years at Current School: 2
Credentials	Principal K-12, School Social Worker K-12; Psychology and Sociology 6-12.	
Performance Record	Sebastian River Middle School maintained school status. Gains in specific subgroups helped us acheive this. Gifford Middle School under Dave Kramek, as Principal has attained "A" status for the past 10 years. Even though GMS has attained "A" status since 2002 the school has not achieved AYP despite showing improvements in subgroup scores.	

Dr. Bennie Shaw		
Asst Principal	Years as Administrator: 6	Years at Current School: 4
Credentials	Doctorate in Theology; Masters in Educational Leadership; Bachelor of Science in Physical Education	
Performance Record	During tenure at Oslo Middle School 2008-2010 "A" status Tenure at SRMS 2010-2011- "B" 2011-2013- "C"	

Cynthia Giummule Emerson		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Masters Degree in Educational Leadership; Bachelor or Arts in Political Science; 11 years Classroom Instruction/ Department Chair	
Performance Record	First Year at Sebastian River Middle School as Assistant Principal.	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Julie Stephenson		
Part-time / District-based	Years as Coach: 3	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Reading Endorsement English 6-12 certification ESOL Endorsement Masters in Curriculum & Instruction	
Performance Record	This is a new position this year so there is no data at this point.	

Classroom Teachers

# of classroom teachers

57

 # receiving effective rating or higher

57, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
57, 100%

 # ESOL endorsed
52, 91%

 # reading endorsed
16, 28%

 # with advanced degrees
21, 37%

 # National Board Certified
4, 7%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
7, 12%

 # with 6-14 years of experience
28, 49%

 # with 15 or more years of experience
24, 42%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Continue with our established Mentor/ Mentee program at Sebastian River Middle School. This program is run by Laurie Wykoff, with assistance from the Administrative Team.
2. Attend College recruitment fairs
3. Participate in the District ACP programs for New Teachers
4. Update and implement action plan to continue the school as a High Performance Learning Culture

5. Utilize the districts apllication process which allows Administrators to review applications online
6. Continue to interview perspective teachers with specific area Department Chairs
7. Continue PLC and EPIC trainings through Departments to share Best Practices
8. Instructional coaching of all teachers to implement Best Practices by Administrative Team.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mission for the Sebastian River School Mentor/Mentee Program is to provide a welcoming structured program of support for (not evaluation of) new teachers by offering training in on-going sessions/meetings throughout the year and helping new teachers be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to Sebastian River Middle School.) By working as a team with the group of new teachers as well as with individual teachers, we will achieve our goal.
Lead Mentor- Laurie Wykoff
Works with all Mentees: Facilitates meetings and coordinates mentor/mentee program and facilitates mentees.
Planned activities: Monthly meetings with focuses based on the school schedule. (For example, procedures for school start, open house, assessments, conferencing, PM2, IPDP)
Mentors-
Mentors are chosen by content area, experience in education, attitude, and withitness.
They are paired with Mentees that may be in closer proximity to make meetings more effective and routine.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School- based MTSS team is made up of the Principal, Assistant Principal, Resource Specialist, School Resource Officer, Guidance Counselors, School Psychologist, Speech/Language Pathologist, Attendance Officers, and the Student Support Specialist. We meet weekly to track and analyze reading, math, and behavioral data. To address effectiveness of core instruction we analyze data and address issues when needed. Resource allocation is limited however, we have grants to provide after school buses on Tuesday and Thursday for our students that are struggling or need behavior interventions. The teacher support system is based on their evaluators helping as an instructional coach model. We also have a new teacher Mentor program that runs effectively after school. We have anger management in small group setting as well as one-on-one counseling with the student support specialist. Individual student needs are based on recommendation from staff, data collection and analysis, and then specific interventions based on the tiered approach.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The role of the school-based MTSS leadership team is the develop plans to support our students based on tiered interventions. The Principal and administrative teams responsibility is to provide coaching, mentoring, discipline, interventions, and support to the team, teachers, and students. The Resource

Specialist, School Resource Officer, Guidance Counselors, School Psychologist, Speech/Language Pathologist, Social Worker, and Attendance Officers are on the team to give specific interventions based on their area of expertise. Their collaborative effort helps us reach each individual student's needs. The School Student Support Specialist works with students that are recommended for Tier 2 and Tier 3 interventions. She monitors behavior, checks in with teachers, provides immediate feedback, and reports progress back to the team to see if modifications are needed. She also heads up the Positive Behavior Support System that promotes effective behavior with positive interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Data- both from District level and School level. Discipline data based on ODR system and teacher referrals. Discipline data collected from point sheets and check-in check-out based on daily, weekly, or monthly bases based on student need. Academic data based on District level benchmarks, state high-stakes testing, and individual formative and summative assessments in class. We monitor the fidelity using Individual Professional Growth Plans for teachers, The SIP for our school, and teacher evaluations.
Our teacher evaluation system for Category one teachers includes 6 walkthroughs, 6 informal evaluations, and 2 formal evaluations.
Our teacher evaluation system for Category two teachers includes 3 walkthroughs, 3 informal evaluations, and 2 formal evaluations.
Pre-conference meetings are giving for both formal observations, to provide opportunity for coaching by the administrative team to improve our student's success. Best practices are encouraged based on research- based strategies. Once formal observations are completed, teachers are given a post conference meeting to discuss the data and evidence.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data managements system used to summarize the tiered data is Performance Matters (PM2), the Progress Monitoring and Reporting Network (PMRN). These data management systems are used district-wide and show patterns, trends, strengths, and weaknesses. The data can be generated and viewed by school, class, and individual student criteria. Fair assessments will be utilized this year. Providing data in multiple formats allows schools to meet the needs at each of the three tiers of instruction. We also monitor behavior trends that may results in decreased student performance and provide tiered interventions to students in need through our MTSS team. Our Student Suport Specialis monitors behaviors, times, locations, and repeat issues so as a school we can work on them to eliminate issues in the future. Attendance is monitored by our Attendance officer and IRFIL attendance team to focus on students who are chronically absent and set those individuals up with mentors to encourage them to come to school.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan to support MTSS involves parents and everyone in the school setting to change his or her behavior through continuing education, training and supports. Support for MTSS will also utilize a team-based approach, consisting of active administrator leadership and involvement. Administrators will be involved in the decision-making process and be an active member of the MTSS team. The ways in which office discipline referrals are managed both within classrooms and at the office are assessed to make sure student problem behavior is addressed consistently. Using the positive behavior support model interventions that are researched based for Tier 2 and Tier 3. The MTSS and PBS planning teams will work closely with school faculty to identify the ways in which social skills will be taught and how all adults in the building will respond when problem behaviors occur. As teams progress in the implementation

process, school administrators will work with district administration to improve the way in which individual students at Tiers 2 and 3 receive support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 240

IB 8th Grade Personal Project Enrichment
Objectives for the personal project will include students: creating a goal statement; developing a varied and extensive resource list; cultivating appropriate techniques for completing the project; generating a reflective journal which help them to analyze their progress/work; organizing their written segment for the project; analyzing the process of their project; and, explaining why their personal project is relevant.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

IB coordinator will be responsible for: overseeing and supervising the completion of the project; guiding students to teachers/resources that are beneficial to their project; creating a timeline for various deadlines; and, monitor the computer lab/media center during Rodeo in order to provide students with an opportunity to research.

Who is responsible for monitoring implementation of this strategy?

Teachers and IB coordinator will monitor for project completion and skills mastery.
Students will present their Personal Projects at the MYP “Wave and Pebble” Ceremony in May, 2014.

Strategy: Summer Program

Minutes added to school year: 58

The duration of the summer program is 3 weeks for students, equating to 58.5 hours of instruction. Of the SRMS students that regularly attended in the summer of 2013, 19 students (70%) demonstrated gains and 4 students (15%) did not. District ELL/ Migrant staff and school staff (administration and teachers) monitor student progress throughout the year as indicated below. Both the after school and summer program are supplemental programs. Therefore, the staff may not be consistent year to year or between after school and summer programs. The relevance in doing both programs would be rationalized by what research says about the benefits of extended learning opportunities and providing academic assistance in the students' heritage language.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Ana Rodriguez and the teachers who are working the SRMS Summer program.
We have 3 teachers and a teacher assistant that will rotate depending on how many students participate: Ms. Santiago, Mrs. Phillips, Mrs. Rodriguez and Mr. McDonald.

Strategy: Before or After School Program

Minutes added to school year: 2,400

The purpose of the afterschool program is to provide academic enrichment assistance. This program provides 6-8 grades Migrant/ELL students with the opportunity to improve their grades, improve English language acquisition (Rosetta Stone) and writing skills. Tutors will provide group and one-on-one tutoring in subjects such as math, reading, writing etc. The goal is to see improvement in grades and FCAT/CELLA scores by the end of the after school program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Through the district's partnership with Performance Matters (PM2). The district has implemented a comprehensive pogress monitoring system and data warehouse. The progress monitoring system has created an internal capacity needed for data decision-making from the classroom. IN addition to the data generated through PMS; logs, student cum folders, and the district Migrant Priority report will document the services received by the Migrant Students.

Who is responsible for monitoring implementation of this strategy?

We have 3 teachers and a teacher assistant that will rotate depending on how many students participate: Ms. Santiago, Mrs. Phillips, Mrs. Rodriguez and Mr. McDonald. These teachers will be responsible for monitoring progress and implementing the strategies.

Strategy: Before or After School Program

Minutes added to school year: 2,400

Strategy: The ESE Department chair and ESE Math teacher are targeting ESE Students that are struggling in core classes and in danger of failing. They also target students who are in the bubble and can make potential learning gains. Students are targeted based on grades, teacher input, and benchmark assessments.
Students will be given invitations to attend the after school program.
Students will utilize after school busses provided through the "Close the Gap" funds

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected and Analyzed:
Throughout the after school program the ESE Department chair and ESE Math teacher will continue to monitor grades, teacher input, remaining benchmarks, and formative/summative assessments.
The final data will be collected through the students' FCAT scores.
Alterations to the program will be made based on these assessments. It will be individualized and differentiated for each student's specific needs.

Who is responsible for monitoring implementation of this strategy?

Monitoring and implementation:
The ESE Department chair and ESE Math teacher are responisible for targeting students, implementing the program, and collecting the data.

Strategy: Weekend Program

Minutes added to school year: 200

The physical education classes train together at the beginning of each rotation and run the mile. The Cowboy River Run/Walk is a fundraiser for the IB program. Parents and Students work together with the community and raise awareness to community involvement and celebrate with running and walking together. Parents and students market and promote the 5K event and it promotes a positive learning environment for both parents and their children.
Every year, the amount seems to rise above the previous years all due to excitement for this event. The community loves the atmosphere and the fundraising goal for our school.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

This will be our 5th year annual 5K approaching. Every year will parent involvement continuing from previous years has added to the population increase for parent and student involvement. It is estimated that the 5K will have a 10% increase this year.

Who is responsible for monitoring implementation of this strategy?

Mrs.Warner, who is the IB coordinator and creator of this event. She is also the department head for the Physical Education Dept. to help implement the student receive additional time as well as strategies on promoting this annual event.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dave Kramek	Principal
Dr. Bennie Shaw	Assisstant Principal
Cynthia Emerson	Assisstant Principal
Alissa Wright	Reading Department Chair
Tauna Phillips	Language Arts Department Chair
Sandra Beller	Media Specialist
Jack Hodge	Social Studies Department Chair
Jaime Sturgeon	IB Coordinator/ Social Studies
Merideth Tatro	Math Department Chair
Andi Blanton	ESE Department Chair
Patty Schultz	Science Department Chair

How the school-based LLT functions

The Literacy Leadership Team meets once a month to review the plan for literacy. The team may meet more, if necessary, to review data from assessments and other academic measures.

Major initiatives of the LLT

A few major initiatives of the Literacy Leadership Team are EPIC and Accelerated Reading Program. As a whole, district is also looking at differentiated instruction form the Superintendant Summit.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Students are required to read for the 30 minute RODEO period each day. All teachers encourage students to read and reach goals that are established through the STAR reading program. Teachers and students monitor progress and encourage students to read.
Reading teachers work with their content area counterparts to share cross-curricular strategies that can be used across multiple classes. Science and Social studies teachers have shared their pacing guides with reading and language arts teachers, so we can choose articles, novels, and stories that have historical and scientific themes to further ensure that students are retaining knowledge and vocabulary in these areas. Reading progress is monitored through the Accelerated Reader program, and all teachers are aware of and can access a student's individualized reading level and AR point goal, because students have written it inside their agenda on the reading log page.
According to the School District of Indian River County: The addition of secondary literacy coaches in our school district this year means that teachers, in all content areas, will have support. At Sebastian River Middle School, the literacy coach is on campus on a part-time basis assisting teachers and students in classrooms and providing both formal and informal opportunities for professional development. Research shows that the use of the following literacy strategies has resulted in increased student achievement: extending thinking, vocabulary in context, advance organizers, and non-verbal representations. Additionally, we plan to increase focus on close reading and text-dependent questions.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The IB course work that students can elect to take focuses on the whole student through the 5 areas of interaction and learner profiles. This helps them gain a global perspective to see what impact they will have on their future and on society. This helps them understand that they are in charge of their success. Through the personal project and portfolio work, it helps them see their strengths and focus on that for future career aspirations.
We focus on Career through our lifeskills program for all students.
Through Civics, students are working on "Project Citizen." This requires student groups to identify an area of need in the community and come up with an action plan to create change. This is allowing the students to take on real-life roles in our society and utilize skills that will help them become successful citizens.
8th grade Social Studies also focuses on career planning and choosing a career based on the skills the student has.
Our ESE Department has been using a transition program for students 13 and older, called Bridges. This program requries students to do an inventory to target their career goals and determine what they need to do in school and after to acheive those goals. It includes community and school activities. It is a part of their IEP.
The self-contained ESE classrooms are doing Community Based trips that help them learn social skills and identify potential career goals and real-world success.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

By going to classrooms and elementary schools at the end of each school year to present info on course selection, including academics and electives, for the following school year. We meet with students and parents individually as requested to offer assistance on course selection or changes.

Strategies for improving student readiness for the public postsecondary level

We offer advanced curriculum in all four core academic subjects and work with parents and students who wish to accelerate by enrolling in Florida Virtual School classes.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	55%	No	66%
American Indian				
Asian				
Black/African American	48%	23%	No	53%
Hispanic	52%	43%	No	57%
White	71%	68%	No	74%
English language learners	25%	19%	No	33%
Students with disabilities	34%	24%	No	41%
Economically disadvantaged	56%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	222	28%	31%
Students scoring at or above Achievement Level 4	201	25%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		77%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	383	48%	52%
Students in lowest 25% making learning gains (FCAT 2.0)	479	56%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	52%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	32%	35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	139	40%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	13	4%	7%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	44%	No	66%
American Indian				
Asian				
Black/African American	46%	18%	No	51%
Hispanic	54%	37%	No	59%
White	69%	57%	No	72%
English language learners	32%	15%	No	39%
Students with disabilities	30%	11%	No	37%
Economically disadvantaged	57%	39%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	25%	30%
Students scoring at or above Achievement Level 4	124	19%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	412	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	90	56%	59%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	197	22%	25%
Middle school performance on high school EOC and industry certifications	42	5%	25%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	42%	45%
Students scoring at or above Achievement Level 4	87	44%	47%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	40	95%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	21%	22%
Students scoring at or above Achievement Level 4	106	30%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		14
Participation in STEM-related experiences provided for students	480	52%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	5%	3%
Students who fail a mathematics course	18	1%	0%
Students who fail an English Language Arts course	29	1%	0%
Students who fail two or more courses in any subject	25	1%	0%
Students who receive two or more behavior referrals	45	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	21	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

SAC
PTSA
IB Parental Involvement
Parental communication- Connect Ed, PTSA website, Enhance school website
5K Annual Cowboy River Run to benefit IB program
Athletic Events
Band Night
Chorus night
Pottery night through art

Literacy events (Book fairs.etc)
Student Council Events
School Talent show
Staff Shenanigans (6th, 7th, and 8th grade staff play competitive games and the students come out to watch with parents)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTSA	2	1%	20%
SAC	3	1%	2%
IB Parental Involvement (10 Hours community service per family)	115	12%	20%
Connect ED- Rotation of communication through Connect ED by Adminstration. Bi-lingual messages sent home to meet the needs of our hispanic population	600	80%	85%
5K Run/ Walk Cowboy River Run	288	20%	30%

Goals Summary

G1. To increase the reading scores of all students and meet the AMO targets for the 2013-2014 school year. Group Number 2013 % 2014 Target 1. All 436 55 63 2. White 274 68 71 3. Hispanic 122 43 52 4. Black 19 23 48

G2. Chronic Absenteeism (Students with 18 or more days of school missed in a school year) Reduce the number of days per student in the red zone by 50%

G3. Increase students and teacher participation in STEM activities from 57% to 100%

G4. Specific Group Targeting of students with potential to meet FCAT standards based on previous scores. Sebastian River Middle began our "rising stars program" with Dr. Shaw (Assistant Principal) Ms. Marley (Lifeskills Facilitator) and Dr. Schroder (School

G5. Students will participate in Write Score to help target specific writing needs to increase overall writing scores.

G6. To work with students with disabilities to raise their AMO Reading Data to show at least 30% of students demonstrating proficiency. AMO Reading Data for Students with Disabilities 2013 Number Proficient 28 2013 Percent Proficient 24 2013/14 Target 34

G7. Social Studies Content area teachers are going to focus on raising the AMO reading scores to their target of 63% proficient according to the AMO data.

G8. Increase the number of students on or above grade level in math from 44% to 49%.

G9. Increase Parental Involvement in After School Activities. Current Parental involvement. We would like to see a 20% increase in Parental Involvement. 1. Band Concerts 250 2. Chorus Concert 250 3. Soccer Games 40 4. Pottery Night 17

Goals Detail

G1. To increase the reading scores of all students and meet the AMO targets for the 2013-2014 school year. Group Number 2013 % 2014 Target 1. All 436 55 63 2. White 274 68 71 3. Hispanic 122 43 52 4. Black 19 23 48

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Professional Development
- Rodeo/ Epic Meetings
- Epic/ RODEO enrichment and remediation time built -in the schedule
- Common Core Summer Institute Training and Materials
- Total Participation Techniques Book
- Twenty Literacy Strategies to Prepare for Common Core Book
- PBS program – “cowboy cash,” rewards, etc.
- Literacy Coach Support

Targeted Barriers to Achieving the Goal

- Student Motivation

Plan to Monitor Progress Toward the Goal

Reading teachers will monitor progress throughout the year by using FOCUS lessons, Benchmark test scores, FCAT explorer online, class work, 2014 FCAT test, Renaissance Place, STAR testing and AR testing, other reading strategies as needed. (ongoing) Sebastian River Middle recognizes that reading is a School-wide responsibility.

Person or Persons Responsible

Reading and ESE Department Members. Follow-up by Evaluating Administrator, Literacy Coach, Literacy Leadership team, Department Chairs, and teachers.

Target Dates or Schedule:

throughout the year, ongoing

Evidence of Completion:

Increased student scores on FOCUS lessons, Benchmark test scores, FCAT explorer online, class work, and 2014 FCAT test

G2. Chronic Absenteeism (Students with 18 or more days of school missed in a school year) Reduce the number of days per student in the red zone by 50%

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Schedules
- Mentoring
- Parental Involvement
- Officer Beachum
- Attendance Officer
- Target Credit Recovery Students
- "Secret Pal" through Rodeo

Targeted Barriers to Achieving the Goal

- Emotional Needs of Students

Plan to Monitor Progress Toward the Goal

Monitor progress throughout the year using Mentoring as a tool to reduce the number of days our target group is absent from school.

Person or Persons Responsible

IRFIL committee members/ Department Chairs/ Mentors

Target Dates or Schedule:

Mentor Meetings

Evidence of Completion:

Attendance data improves Successful: Celebrate success and positive reinforcement for mentor and student Questionable: Brainstorm new ideas and strategies for mentor/ student Poor: RTI/MTSS and involve attendance officer if absenteeism is increasing despite all interventions.

G3. Increase students and teacher participation in STEM activities from 57% to 100%

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Professional Learning Committees
- EPIC/ Rodeo Time for Enrichment, remediation, and weekly Department Meetings
- Utilizing the Science District Coordinator
- Utilizing the Math and technology Departments at SRMS

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

Monitor Lesson plans to ensure exposure of STEM activities to all students to reach our GOAL of 100% students and Science classes.

Person or Persons Responsible

Principal, Department Chair, and Teachers

Target Dates or Schedule:

End of each semester

Evidence of Completion:

Stem activities for all teachers and logs indicate that students have participated in the activities and mastered the standards based on the STEM experience.

G4. Specific Group Targeting of students with potential to meet FCAT standards based on previous scores. Sebastian River Middle began our "rising stars program" with Dr. Shaw (Assistant Principal) Ms. Marley (Lifeskills Facilitator) and Dr. Schroder (School

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- "Close the Gap" funding for after-school bus
- Lifeskills facilitator
- Assistant Principal and School Psychologist
- FCAT materials- including Pre-test, test-taking strategies
- Time management print-outs

Targeted Barriers to Achieving the Goal

- time

Plan to Monitor Progress Toward the Goal

Monitoring student engagement in the "Rising Stars" program and effectiveness on making changes in student behavior both academically and socially.

Person or Persons Responsible

Ms. Marley (Lifeskills facilitator) Dr. Shaw (Assistant Principal) Dr. Schroeder (School Psychologist

Target Dates or Schedule:

on-going

Evidence of Completion:

1. Student attendance to the program is sufficient. 2. Students increase performance. 3. Mentors monitor students towards success. 4. Student engagement 5. Teachers input. Benchmark progress, grades, behavior, and overall academic improvement in students

G5. Students will participate in Write Score to help target specific writing needs to increase overall writing scores.

Targets Supported

- Writing
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Lesson plans provided by Write Score.
- Supplementary materials targeted to specific skills.

Targeted Barriers to Achieving the Goal

- Lack of student motivation

Plan to Monitor Progress Toward the Goal

Improvement from first Write Score to second Write Score

Person or Persons Responsible
SRMS Students

Target Dates or Schedule:
After each formal writing session.

Evidence of Completion:
Increase in actual scores

G6. To work with students with disabilities to raise their AMO Reading Data to show at least 30% of students demonstrating proficiency. AMO Reading Data for Students with Disabilities 2013 Number Proficient 28 2013 Percent Proficient 24 2013/14 Target 34

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Positive Behavior Support
- ESE and General Education Teachers trained in CCSS.
- ESE and General Education Teachers trained in Learning Focus Lesson Planning.
- Teachers dually certified in ESE and content areas, i.e., Reading, Math, Social Studies.
- Teachers trained in literacy/reading strategies for content areas.

Targeted Barriers to Achieving the Goal

- Lack of teacher training in instructional differentiation techniques and strategies.

Plan to Monitor Progress Toward the Goal

Reading Data through Benchmark scores, FCAT scores, EOC scores

Person or Persons Responsible
Administration, Department Chairs, Teachers

Target Dates or Schedule:
Throughout year (Benchmarks), Spring (FCAT) and at end of courses (EOCs)

Evidence of Completion:
Increased number of ESE students demonstrating proficiency in Reading.

G7. Social Studies Content area teachers are going to focus on raising the AMO reading scores to their target of 63% proficient according to the AMO data.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Rodeo
- Common planning
- PBS
- Group discussion with reading department

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

SS Teachers will monitor student progress toward goal by accessing data from PM2, classwork, Benchmark scores, standardized tests, improvement in academic success. Discussion of Best Practices, Monitor benchmarks through the year.

Person or Persons Responsible

Social Studies Department

Target Dates or Schedule:

Ongoing- specifically monitoring after benchmark assessments to see areas of weakness and identify them so re-teaching can occur in class.

Evidence of Completion:

Students Reading AMO reaches target.

G8. Increase the number of students on or above grade level in math from 44% to 49%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- EPIC/Rodeo Time
- After-School Tutoring
- FCAT Boot Camp
- FASTT Math
- Intensive Math
- "Rising Stars" program
- Department Collaboration/Common Planning

Targeted Barriers to Achieving the Goal

- Lack of Foundational Math Skills

Plan to Monitor Progress Toward the Goal

Utilization of RODEO time so that students in the class are reading so classroom teacher is able to provide remediation

Person or Persons Responsible

Administrators, Math Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Observation RODEO remediation records Student grades, benchmark and FCAT scores.

G9. Increase Parental Involvement in After School Activities. Current Parental involvement. We would like to see a 20% increase in Parental Involvement. 1. Band Concerts 250 2. Chorus Concert 250 3. Soccer Games 40 4. Pottery Night 17

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Connect Ed
- SRMS marquee.
- Calendars on the website
- School newsletter
- Consolidate meetings and activities
- Staff to translate important notices into Spanish
- Soccer students wear their team jerseys to school
- Flyers
- Establish regular meeting times
- GoLine Bus

Targeted Barriers to Achieving the Goal

- Communication

Plan to Monitor Progress Toward the Goal

Communication – The sponsoring teacher will monitor the communication mode during and after the event and keep a record of the number of participants

Person or Persons Responsible

Sponsoring teacher and Administration

Target Dates or Schedule:

During and after the event

Evidence of Completion:

Keep a record of the number of participants and look at the Survey monkey results. Solicit parents to help spread the word of events by utilizing social media.

Action Plan for Improvement

Problem Solving Key

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

G1. To increase the reading scores of all students and meet the AMO targets for the 2013-2014 school year. Group Number 2013 % 2014 Target 1. All 436 55 63 2. White 274 68 71 3. Hispanic 122 43 52 4. Black 19 23 48

G1.B2 Student Motivation

G1.B2.S1 Department book study on motivation, participation, and student engagment

Action Step 1

During EPIC meetings, we will focus on student engagement and participation, trying to keep students from falling behind, and sharing strategies that are working for us in the classroom. We will use the books, “Total Participation Techniques” by Himmele and Himmele, and “20 Literacy Strategies to Meet the Common Core” by McEwan-Adkins and Burnett.

Person or Persons Responsible

Alissa Wright - Department chair, Andi Blanton – ESE Department chair SRMS reading department. Literacy Coach and Literacy Leadership Team.

Target Dates or Schedule

Weekly, during EPIC meetings and half day inservice days

Evidence of Completion

Student motivation and engagment increases which will bring up scores on benchmarks and summative and formative assessments in class.

Facilitator:

Alissa Wright - Department chair, Andi Blanton – ESE Department chair

Participants:

SRMS reading department

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

Monitoring student success in reading

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

EPIC time, inservice dates

Evidence of Completion

Increased Benchmark test scores, FCAT test scores, academic achievement

Plan to Monitor Effectiveness of G1.B2.S1

Teacher's Lesson will reflect motivational and engaging strategies/techniques from the inservice

Person or Persons Responsible

Reading and ESE Department

Target Dates or Schedule

Lesson planning will take place during EPIC/ RODEO time, after school, and during PLC trainings.

Evidence of Completion

Teachers utilize a new strategy and technique and incorporate them into their lesson plans and then test for effectiveness by summative, formative, and learning goal/ scale reflection.

G1.B2.S2 Teachers will be issuing RODEO passes for students who are struggling to come and be remediated during that time. RODEO time will be used for reading school-wide for the rest of students who are not working with specific teachers on those days. Teachers will target benchmarks or areas of need with students and use strategies to help improve student scores and mastery levels. During EPIC time and on half day inservice days, teachers will be participating in Professional development to increase student participation and engagement. Teachers will be providing remediation of necessary skills so students can reach mastery levels and increased test scores. Teachers will utilize formative assessments to see what needs to be retaught and work with students during RODEO as needed. Teachers will conduct student conferencing to ensure that students are reading books in the appropriate ZPD (as given by the STAR test) to encourage reading growth. We can also use Renaissance Place, STAR testing and AR testing, SRI data, etc. to monitor reading success. Teachers may allow students to re-test to check that they can demonstrate mastery levels. We will identify “bubble students” that are on the verge of proficiency, and we can design lessons that will target the areas of need.

Action Step 1

Targeting students for remediation, providing remediation

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

As needed during rodeo

Evidence of Completion

Students coming to RODEO

Action Step 2

Participating in EPIC PLC’s to increase engagement and participation in class

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

weekly

Evidence of Completion

Teacher attendance at PLC’s

Action Step 3

Using formative/summative assessments to monitor mastery levels, Allowing students to re-test if needed to achieve mastery/learning goals

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

As needed

Evidence of Completion

Mastery of goals or improvement on BMT

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Reading teachers will be remediating students during RODEO and we will monitor this by looking at Benchmark test scores to see how students are improving. Reading teachers will also be completing Benchmark data reflection forms that break down how their students performed on the individual benchmark tests by using data from PM2. They will submit those to the department chair and evaluating administrator. The department chair will monitor and encourage teacher attendance at the Reading EPIC meetings and half day inservice days to ensure that all teachers are receiving strategies. Teachers will share strategies that have been working for them in their classrooms during EPIC time and any common planning time, and bring examples of what they have been trying, so that others may benefit from their experience (ongoing). We can also use Renaissance Place, STAR testing and AR testing to monitor reading success.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Monitoring BMT data 3 times per year, attendance at weekly EPIC meetings and signing in during inservice days

Plan to Monitor Effectiveness of G1.B2.S2

If student scores are increasing in areas of need on subsequent benchmark tests, we can determine that the strategy has been effective. If reading teachers are reporting that student engagement and participation has increased and students are reaching mastery levels, we will determine that the strategy has been effective. We can also use Renaissance Place, STAR testing and AR testing to monitor reading success.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

BMT 3 times per year, teacher monitoring ongoing throughout year at weekly EPIC meetings

Evidence of Completion

Student scores increasing in areas of need on subsequent benchmark tests; Reading teachers reporting that student engagement and participation has increased and students are reaching mastery levels

G2. Chronic Absenteeism (Students with 18 or more days of school missed in a school year) Reduce the number of days per student in the red zone by 50%

G2.B2 Emotional Needs of Students

G2.B2.S1 Mentors- Male and Female Role Models - Mr. Hodge- Flag Pole Helping - Check in- check out with mentors - McCarthy with Basketball girls - Mr. Coffey with enrichment - Creating Positive interactions with staff and students

Action Step 1

Finding Mentors for our Chronically Absent 6th and 7th Graders

Person or Persons Responsible

Department Chairs and IRFIL committee

Target Dates or Schedule

Our plan is this will take place in October 2013. Mentoring will take place before school, after school, rodeo, and lunch

Evidence of Completion

We will analyze data quarterly to look at a 10-20% reduction in absenteeism of our target students in the red zone.

Facilitator:

IRFIL committee

Participants:

Volunteer Teacher Mentors that will be paired with Students who are chronically absent

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

Support for mentors will be provided through EPIC/ Rodeo time. Monitoring will be done through the attendance secretary and attendance officer.

Person or Persons Responsible

IRFIL committee members and Department Chairs will monitor mentors.

Target Dates or Schedule

Monthly Mentor meetings and check for weekly mentor/student contact.

Evidence of Completion

Attendance data per student quarterly to monitor improvements. 100% participation by mentors in the Support program and training for mentors.

Plan to Monitor Effectiveness of G2.B2.S1

Individual students with Quarterly monitoring of attendance and improvements in data will have celebrations of success

Person or Persons Responsible

IRFIL committee members and mentors will check weekly log (Minimum) and contact by mentros along with attendance data.

Target Dates or Schedule

Quarterly celebrations of monitored students.

Evidence of Completion

1. Successful implementation: Any improvement in attendance data 2. Questionable: attendance data stays the same 3. Poor: Absenteeism increased.

G3. Increase students and teacher participation in STEM activities from 57% to 100%

G3.B1 Time

G3.B1.S1 Take advantage of RODEO time to design lessons. The Science Department is given an extra half-hour per week to meet to design and implement strategies in their Department to help student success

Action Step 1

Plan Stem Activities

Person or Persons Responsible

Science Department

Target Dates or Schedule

RODEO

Evidence of Completion

Lesson Plans

Facilitator:

District Science Coordinator, Teresa Rockwood and Science Department Chair, Patti Schultz

Participants:

Science Department and ESE teachers

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

Checking Lesson plans for STEM integration into Units

Person or Persons Responsible

Evaluating Administratorand Department Chair

Target Dates or Schedule

End of Each semester

Evidence of Completion

Lesson plans contain STEM activities and experiences for the students.

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will log students completion and mastery of standards through STEM activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Department Chair logs at the end of each semester.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Specific Group Targeting of students with potential to meet FCAT standards based on previous scores. Sebastian River Middle began our "rising stars program" with Dr. Shaw (Assistant Principal) Ms. Marley (Lifeskills Facilitator) and Dr. Schroder (School

G4.B1 time

G4.B1.S1 Utilizing Rodeo time and after school program time to meet with targeted students.

Action Step 1

Create a schedule and time to meet with students on the weekly basis.

Person or Persons Responsible

Ms. Marley (Lifeskills facilitator) Dr. Shaw (Assistant Principal) Dr. Schroeder (School Psychologist)

Target Dates or Schedule

During planning time

Evidence of Completion

A full schedule of meeting times.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Utilize created schedule of meetings. It was decided to meet every Tuesday and Thursday during Rodeo time and after school until 4:15. This adds 2 hours per day, 4 hours per week, and 96 additional hours of support for these targeted students.

Person or Persons Responsible

Ms. Marley (Lifeskills facilitator) Dr. Shaw (Assistant Principal) Dr. Schroeder (School Psychologist

Target Dates or Schedule

Tuesday and Thursday designated meeting times

Evidence of Completion

Students attend workshop and make significant gains in FCAT, class, and social interaction.

Plan to Monitor Effectiveness of G4.B1.S1

Increase targeted students' performance on benchmarks, summative/formative assessments, and discipline.

Person or Persons Responsible

Ms. Marley (Lifeskills facilitator) Dr. Shaw (Assistant Principal) Dr. Schroeder (School Psychologist

Target Dates or Schedule

On-going

Evidence of Completion

Increased Student performance on Benchmarks Increased Student performance in the classroom based on teacher input Decrease in discipline of targeted students.

G5. Students will participate in Write Score to help target specific writing needs to increase overall writing scores.

G5.B3 Lack of student motivation

G5.B3.S1 PLC for teachers during Rodeo using Total Participation Techniques by Himmele & Himmele and classroom incentives for showing improvement in classroom activities. (Cowboy cash, etc.)

Action Step 1

PLC using Total Participation Techniques by Himmele & Himmele.

Person or Persons Responsible

SRMS Language Arts Teachers

Target Dates or Schedule

During Language Arts Rodeo meetings and in language arts classrooms

Evidence of Completion

Attendance log and using a technique from the PLC in language arts classrooms

Facilitator:

Language Arts Department Head Using Total Participation Techniques (TPT's) to make every student an active learner. Content: 1. TPT's and Engagement 2. 37 Classroom-Ready TPT's 3. TPT's in more depth

Participants:

Language Arts Teachers

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

Professional Development Form

Person or Persons Responsible

Evaluating Administrator and Language Arts Department Head

Target Dates or Schedule

Once a month

Evidence of Completion

Lesson plans stating that techniques are being used in the classroom.

Plan to Monitor Effectiveness of G5.B3.S1

Student samples

Person or Persons Responsible

SRMS Language Arts Teachers

Target Dates or Schedule

End of PLC

Evidence of Completion

Sharing student examples of implementation that show improvement

G6. To work with students with disabilities to raise their AMO Reading Data to show at least 30% of students demonstrating proficiency. AMO Reading Data for Students with Disabilities 2013 Number Proficient 28 2013 Percent Proficient 24 2013/14 Target 34

G6.B6 Lack of teacher training in instructional differentiation techniques and strategies.

G6.B6.S1 During weekly EPIC meetings, trained ESE/content teachers will meet with their curriculum departments and become trainers/resources for differentiation techniques and strategies.

Action Step 1

Receive training on Differentiation techniques and strategies through inservice(s).

Person or Persons Responsible

ESE Department

Target Dates or Schedule

Before end of first semester, preferably at the beginning of the second nine weeks or sooner.

Evidence of Completion

All ESE teachers participate and complete trainings.

Facilitator:

Department Chair and District ESE support staff

Participants:

All ESE Department

Plan to Monitor Fidelity of Implementation of G6.B6.S1

Differentiation strategies will be seen in Lesson Plans and use observed in classes.

Person or Persons Responsible

Administrators and Department Chairs

Target Dates or Schedule

ongoing throughout year after training(s)

Evidence of Completion

observation

Plan to Monitor Effectiveness of G6.B6.S1

Observed increase in student engagement in classes, student improvement in assessments

Person or Persons Responsible

Administration, Department Chairs, Teachers

Target Dates or Schedule

ongoing throughout year

Evidence of Completion

Improvement in scores on assessments which include Benchmarks, EOCs and FCAT

G6.B6.S2 Differentiation training/in-services ESE teachers initially.

Action Step 1

Share Differentiation techniques and strategies with members of curriculum departments, i.e., Math, Language Arts/Reading, Social Studies and Science.

Person or Persons Responsible

ESE Teachers/ESE Department Chair

Target Dates or Schedule

During EPIC department meetings; anytime teachers request assistance.

Evidence of Completion

All teachers participate in meetings, feedback from ESE teachers, feedback from department chairs

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G6.B6.S2

Differentiation strategies will be seen in Lesson Plans and use observed in classes.

Person or Persons Responsible

Administrators and Department Chairs

Target Dates or Schedule

ongoing throughout year after training(s)

Evidence of Completion

Observation and Lesson Plans

Plan to Monitor Effectiveness of G6.B6.S2

Observed increase in student engagement in classes, student improvement in assessments

Person or Persons Responsible

Administration, Department Chairs, Teachers

Target Dates or Schedule

ongoing throughout year

Evidence of Completion

Improvement in scores on assessments which include Benchmarks, EOCs and FCAT

G6.B6.S3 Provide links and resources for differentiation strategies such as CAST.org and other UDL sites and provide ongoing tips and updates for departments/teachers

Action Step 1

Share links and resources from good research based sites, such as CAST.org, that contain pertinent information and updates on differentiation strategies and techniques with general education teachers. (also any staff that request information)

Person or Persons Responsible

ESE Department Chair and ESE teachers

Target Dates or Schedule

Ongoing throughout year.

Evidence of Completion

Discussions, feedback from teachers and staff

Plan to Monitor Fidelity of Implementation of G6.B6.S3

Differentiation strategies will be seen in Lesson Plans and use observed in classes

Person or Persons Responsible

Administrators and Department Chairs

Target Dates or Schedule

ongoing throughout year after training(s)

Evidence of Completion

Evident in observations and lesson plans

Plan to Monitor Effectiveness of G6.B6.S3

Observed increase in student engagement in classes, student improvement in assessments

Person or Persons Responsible

Administration, Department Chairs, Teachers

Target Dates or Schedule

ongoing throughout year

Evidence of Completion

Improvement in scores on assessments which include Benchmarks, EOCs and FCAT

G7. Social Studies Content area teachers are going to focus on raising the AMO reading scores to their target of 63% proficient according to the AMO data.

G7.B4 Time

G7.B4.S1 Remediate students during Rodeo Structure classroom time to remediate/reteach Provide after school time for reteaching

Action Step 1

Provide reading and content area remediation

Person or Persons Responsible

Social Studies Department

Target Dates or Schedule

Ongoing- through Rodeo, after school tutoring, and before school sessions.

Evidence of Completion

: Rodeo passes, after school pass, Cowboy Cash

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Working on learning Goal scales and Sheets to help students self-assess and monitor their reading and social studies comprehension.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Ongoing- In class and through remediation sessions

Evidence of Completion

Group Discussion, Lesson Plans, Administration observation, improved scores in classroom assignments.

Plan to Monitor Effectiveness of G7.B4.S1

Monitoring Department for effective strategy use to improve reading mastery.

Person or Persons Responsible

Department Chair, evaluating administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, group discussion, lesson plans.

G8. Increase the number of students on or above grade level in math from 44% to 49%.

G8.B4 Lack of Foundational Math Skills

G8.B4.S3 Utilization of RODEO time so that students in the class are reading so classroom teacher is able to provide remediation

Action Step 1

Math Teachers will brainstorm and attempt different strategies to be able to provide remediation during RODEO during the month of October. Completion will be evidenced through observation and recording of students remediated during RODEO time.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

October

Evidence of Completion

Observation/Record keeping of remediation

Plan to Monitor Fidelity of Implementation of G8.B4.S3

Implement effective strategies to provide remediation during RODEO

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

November - June

Evidence of Completion

Observation RODEO Remediation Records

Plan to Monitor Effectiveness of G8.B4.S3

Monitor that remediation during RODEO is taking place

Person or Persons Responsible

Department Chair/Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Observation RODEO remediation records

G9. Increase Parental Involvement in After School Activities. Current Parental involvement. We would like to see a 20% increase in Parental Involvement. 1. Band Concerts 250 2. Chorus Concert 250 3. Soccer Games 40 4. Pottery Night 17

G9.B4 Communication

G9.B4.S1 Increase Parental involvement by adding the following: 1. Connect Ed mass phone calls 2. Advertise dates and times on the SRMS marquee. 3. Update calendars on the website 4. School newsletter 5. Translate important notices into Spanish 6. Send out flyers before events

Action Step 1

Work on the School Wbsite to inform parents about upcoming events.

Person or Persons Responsible

Computer teacher

Target Dates or Schedule

The day of the event

Evidence of Completion

Monitor the Number of hits on the School Website

Action Step 2

Survey Monkey to see who noticed the notice in the newsletter

Person or Persons Responsible

Sponsoring teacher

Target Dates or Schedule

The day of the event

Evidence of Completion

Response to Survey Monkey

Action Step 3

Advertise dates and times on the SRMS marquee prior to the event.

Person or Persons Responsible

Teachers and Custodial Staff.

Target Dates or Schedule

One week prior to the event.

Evidence of Completion

Email confirmation.

Action Step 4

Connect Ed mass phone calls sent out by the principal prior to the event

Person or Persons Responsible

Principal or designee

Target Dates or Schedule

Three days prior to the event

Evidence of Completion

Connect Ed Log

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Connect Ed - Mass phone calls

Person or Persons Responsible

Principal or designee

Target Dates or Schedule

Two days before the event

Evidence of Completion

Two days before the event along with

Plan to Monitor Effectiveness of G9.B4.S1

Take attendance at the event

Person or Persons Responsible

Sponsoring teacher

Target Dates or Schedule

The day of the event

Evidence of Completion

Survey results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The National School Lunch Program is a federally assisted meal program operating in over 100,000 public and non-profit private schools and residential child care institutions. It provided nutritionally balanced, low-cost or free lunches to more than 31 million children each school day in 2011. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in afterschool educational and enrichment programs to include children through 18 years of age.
The Food and Nutrition Service administers the program at the Federal level. At the State level, the National School Lunch Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.
We currently have 74% of our students qualifying for free and reduced lunch. SRMS has 54% utilizing the program as of September 22,2013.
Title 1 Part C, Migrant
The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families. We also offer after school programing for our struggling migrant students.
Title II
In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.
Title III
The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.
The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone.
Title X- Homeless
The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.
Indian River County Civil Citation Program
SRMS is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sherrif's office. The program is an alternative to arrest, so youth will have no criminal

record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a youth enters the civil citation program his/ her information is nentered into prevention records with the Department of Juvenil Justice as required by Florida statute. If the youth completes the program, the youth will not have an arrest record. If a victim is involved, they must agree to the terms of the program. The program is being offered on-campus by our life skills facilitator, Ms. Marley.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase the reading scores of all students and meet the AMO targets for the 2013-2014 school year. Group Number 2013 % 2014 Target 1. All 436 55 63 2. White 274 68 71 3. Hispanic 122 43 52 4. Black 19 23 48

G1.B2 Student Motivation

G1.B2.S1 Department book study on motivation, participation, and student engagment

PD Opportunity 1

During EPIC meetings, we will focus on student engagement and participation, trying to keep students from falling behind, and sharing strategies that are working for us in the classroom. We will use the books, “Total Participation Techniques” by Himmele and Himmele, and “20 Literacy Strategies to Meet the Common Core” by McEwan-Adkins and Burnett.

Facilitator

Alissa Wright - Department chair, Andi Blanton – ESE Department chair

Participants

SRMS reading department

Target Dates or Schedule

Weekly, during EPIC meetings and half day inservice days

Evidence of Completion

Student motivation and engagment increases which will bring up scores on benchmarks and summative and formative assessments in class.

G2. Chronic Absenteeism (Students with 18 or more days of school missed in a school year) Reduce the number of days per student in the red zone by 50%

G2.B2 Emotional Needs of Students

G2.B2.S1 Mentors- Male and Female Role Models - Mr. Hodge- Flag Pole Helping - Check in- check out with mentors - McCarthy with Basketball girls - Mr. Coffey with enrichment - Creating Positive interactions with staff and students

PD Opportunity 1

Finding Mentors for our Chronically Absent 6th and 7th Graders

Facilitator

IRFIL committee

Participants

Volunteer Teacher Mentors that will be paired with Students who are chronically absent

Target Dates or Schedule

Our plan is this will take place in October 2013. Mentoring will take place before school, after school, rodeo, and lunch

Evidence of Completion

We will analyze data quarterly to look at a 10-20% reduction in absenteeism of our target students in the red zone.

G3. Increase students and teacher participation in STEM activities from 57% to 100%

G3.B1 Time

G3.B1.S1 Take advantage of RODEO time to design lessons. The Science Department is given an extra half-hour per week to meet to design and implement strategies in their Department to help student success

PD Opportunity 1

Plan Stem Activities

Facilitator

District Science Coordinator, Teresa Rockwood and Science Department Chair, Patti Schultz

Participants

Science Department and ESE teachers

Target Dates or Schedule

RODEO

Evidence of Completion

Lesson Plans

G5. Students will participate in Write Score to help target specific writing needs to increase overall writing scores.

G5.B3 Lack of student motivation

G5.B3.S1 PLC for teachers during Rodeo using Total Participation Techniques by Himmele & Himmele and classroom incentives for showing improvement in classroom activities. (Cowboy cash, etc.)

PD Opportunity 1

PLC using Total Participation Techniques by Himmele & Himmele.

Facilitator

Language Arts Department Head Using Total Participation Techniques (TPT's) to make every student an active learner. Content: 1. TPT's and Engagement 2. 37 Classroom-Ready TPT's 3. TPT's in more depth

Participants

Language Arts Teachers

Target Dates or Schedule

During Language Arts Rodeo meetings and in language arts classrooms

Evidence of Completion

Attendance log and using a technique from the PLC in language arts classrooms

G6. To work with students with disabilities to raise their AMO Reading Data to show at least 30% of students demonstrating proficiency. AMO Reading Data for Students with Disabilities 2013 Number Proficient 28 2013 Percent Proficient 24 2013/14 Target 34

G6.B6 Lack of teacher training in instructional differentiation techniques and strategies.

G6.B6.S1 During weekly EPIC meetings, trained ESE/content teachers will meet with their curriculum departments and become trainers/resources for differentiation techniques and strategies.

PD Opportunity 1

Receive training on Differentiation techniques and strategies through inservice(s).

Facilitator

Department Chair and District ESE support staff

Participants

All ESE Department

Target Dates or Schedule

Before end of first semester, preferably at the beginning of the second nine weeks or sooner.

Evidence of Completion

All ESE teachers participate and complete trainings.

G6.B6.S2 Differentiation training/in-services ESE teachers initially.

PD Opportunity 1

Share Differentiation techniques and strategies with members of curriculum departments, i.e., Math, Language Arts/Reading, Social Studies and Science.

Facilitator

Participants

Target Dates or Schedule

During EPIC department meetings; anytime teachers request assistance.

Evidence of Completion

All teachers participate in meetings, feedback from ESE teachers, feedback from department chairs

Appendix 2: Budget to Support School Improvement Goals