

Okaloosa County School District

Shoal River Middle School



2022-23 Schoolwide Improvement Plan

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Shoal River Middle School

3200 E REDSTONE AVE, Crestview, FL 32539

[no web address on file]

Demographics

Principal: Jason Driver

Start Date for this Principal: 1/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (61%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Okaloosa County School Board.

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.

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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Shoal River Middle School

3200 E REDSTONE AVE, Crestview, FL 32539

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

Placing students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs.

Provide the school's vision statement.

Shoal River has a vision to provide a rigorous, safe, and positive learning environment for every student through the cooperative efforts of the school, home, and community. Shoal River has a mission to empower students to excel as contributing members of society by guaranteeing a quality educational foundation.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Driver, Jason	Principal	
Nutt, Kayla	Assistant Principal	
Kimbrough, Ben	Assistant Principal	

Demographic Information

Principal start date

Thursday 1/13/2022, Jason Driver

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

925

Identify the number of instructional staff who left the school during the 2021-22 school year.

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	327	301	336	0	0	0	0	964
Attendance below 90 percent	0	0	0	0	0	0	48	30	43	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	14	26	33	0	0	0	0	73
Course failure in ELA	0	0	0	0	0	0	18	5	15	0	0	0	0	38
Course failure in Math	0	0	0	0	0	0	21	7	18	0	0	0	0	46
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	49	66	80	0	0	0	0	195
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	59	67	71	0	0	0	0	197
Number of students with a substantial reading deficiency	0	0	0	0	0	0	49	66	80	0	0	0	0	195

Using the table above, complete the table below with the number of students by current grade level who have 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	67	77	91	0	0	0	0	235

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	1	3	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	5	1	1	0	0	0	0	7

Date this data was collected or last updated

Friday 9/2/2022

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		
Number of students enrolled	0	0	0	0	0	0	280	308	321	0	0	0	0	909	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	9	5	7	0	0	0	0	21	
Course failure in Math	0	0	0	0	0	0	16	5	5	0	0	0	0	26	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	46	61	24	0	0	0	0	131	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	47	24	0	0	0	0	106	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	4	4	0	0	0	0	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	17	10	11	0	0	0	0	38

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	2	3	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		
Number of students enrolled	0	0	0	0	0	0	280	308	321	0	0	0	0	909	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	9	5	7	0	0	0	0	21	
Course failure in Math	0	0	0	0	0	0	16	5	5	0	0	0	0	26	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	46	61	24	0	0	0	0	131	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	47	24	0	0	0	0	106	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	4	4	0	0	0	0	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	17	10	11	0	0	0	0	38	

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	2	3	2	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	55%	50%				61%	67%	54%
ELA Learning Gains	48%						58%	59%	54%
ELA Lowest 25th Percentile	39%						55%	56%	47%
Math Achievement	57%	36%	36%				64%	75%	58%
Math Learning Gains	60%						62%	65%	57%
Math Lowest 25th Percentile	45%						54%	63%	51%
Science Achievement	58%	63%	53%				68%	71%	51%
Social Studies Achievement	74%	66%	58%				79%	81%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	58%	63%	-5%	54%	4%
Cohort Comparison						
07	2022					
	2019	54%	58%	-4%	52%	2%
Cohort Comparison		-58%				
08	2022					
	2019	67%	66%	1%	56%	11%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	51%	62%	-11%	55%	-4%
Cohort Comparison						
07	2022					
	2019	64%	73%	-9%	54%	10%
Cohort Comparison		-51%				
08	2022					
	2019	58%	65%	-7%	46%	12%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	65%	67%	-2%	48%	17%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	77%	1%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	77%	20%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	73%	27%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	32	31	24	45	39	23	39	25		
ELL	32	57	73	59	76	50		69			
AMI	27	55		45	55						
ASN	75	58		75	75						
BLK	33	39	28	37	54	41	37	46	58		
HSP	59	57	53	64	61	33	67	70	71		
MUL	63	46	33	65	63	43	62	86	45		
WHT	57	49	41	60	61	52	64	79	56		
FRL	43	44	34	46	55	47	48	65	46		
2021 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 2019-20	C & C Accel 2019-20
SWD	25	34	26	24	27	23	31	33	50		

2021 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 2019-20	C & C Accel 2019-20
ELL	21	40	25	42	30						
AMI	38	20		38	30						
ASN	79	62		62	33						
BLK	38	36	28	30	23	18	49	52	50		
HSP	56	49	21	51	32	21	50	61	82		
MUL	62	56	46	61	39	25	57	86	82		
WHT	59	52	36	55	40	34	57	63	71		
FRL	44	42	33	40	30	21	44	52	64		
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	29	44	44	33	50	44	46	50	18		
ELL	46	58		46	58						
ASN	73	83		87	67						
BLK	51	46	40	47	47	47	50	80	45		
HSP	60	64	55	64	68	59	67	87	50		
MUL	68	70	82	68	68	63	74	88	67		
WHT	63	57	56	69	66	56	75	75	47		
FRL	53	54	52	54	56	52	54	77	36		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	46
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends from 2019 to 2022 demonstrate an overall dip from 2019 to 2021 and then a general increase in 2022. However, most areas have not reached 2019 levels of achievement and so any growth from 2021 to 2022 must take these specific areas into account. Area of greatest need is in ELA achievement and growth (although lowest 25% demonstrate much growth, which is promising). Science is uncharacteristically low this year while Civics demonstrates growth. Math acceleration is another area of opportunity for growth.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

State assessments and recent FAST scores both reinforce a greater need for improvement in ELA for all subgroups, but most specifically SWD.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

While the school underwent an unprecedented change in leadership at the end of the first semester, and the foundation for changes in expectations was being set during the second semester, a more immediate contributing factor was the lack of continuity in faculty members or expectations. Both are being addressed, along with more specific PD based on needs and test preparation. In addition, changes to SWD services provide for more pertinent assistance to a wider number of students in this particular subgroup.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA growth among the lowest 25% was a notable improvement. Math learning gains and science achievement (for all but SWD) showed improvement as well.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This is a testament to the teachers and efforts of the students during these times. Math provided after school tutoring for interested students to help with areas of need, plus expectations of ongoing and pertinent progress monitoring were established. Science focused on purposeful spiraling back to previous year materials to better prepare students for information not taught to them in two years.

What strategies will need to be implemented in order to accelerate learning?

Strategic hiring and placement of faculty (which has been implemented and is ongoing), continuous progress monitoring of departments and individual classrooms to ensure all are staying focused and more importantly that barriers to that growth are removed wherever possible by administration. Continue regular data chats with departments to ensure that all teachers are able to best determine areas of growth and opportunity sooner rather than at the end of a marking period. Change of SWD assistance to less of a full push in model to a more focused Learning Strategies model to help students with their specific needs, how to self-advocate, and practice strategies that can help level the field for them.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Additional time has been provided for professional development. A focus this year has been placed on data analysis as well as implementing the new State curricula in ELA specifically, as this is an area of opportunity for our school. Admin led data meetings are more focused on individual needs and are built to ensure that all faculty and administrators have a common definition for data analysis and how to apply that analysis to individual student needs. Greater expectation on group and pertinent station work has been introduced.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be continuing to focus on data analysis and application for the foreseeable future. There will also be additional training on station and small group work to best engage students in the learning process. In addition, small group pull out based on academic need determined by progress monitoring will continue weekly, and we hope to expand the after school math study group to ELA as well. Saturday Neighborhood Homework Help will look to improve student grades and engagement, and we will continue to work with our feeder schools to improve areas of need (last year this was multiplication tables).

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing data, our ESSA Subgroup-Students with Disabilities was selected as an Area because it is below 41% in the current year with a Federal Index-Students with Disabilities at 31%. Selecting this subgroup as an area of focus will provide our school with an opportunity to study, implement, and develop best practices for teaching not only the SWD group, but also every student in our school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ESSA Subgroup-Student with Disabilities will hit the target of Federal Index-Students with Disabilities ABOVE 41%.

Our Area of Focus, ESSA Subgroup-Students with Disabilities will be monitored by identifying and implementing high-effect strategies that will help strengthen students foundational skills in Math and Reading.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Shoal River will be using collaboration among ESE, Intensive and Core teachers, and the Instructional Coaches to analyze data, study best practices, and to select and provide explicit instruction in order to increase achievement for the SWD students in Math and ELA.

This group of educators will use research based, high-effective size strategies and the Gradual Release Model to teach, monitor and practice the use of the strategies during whole group and small group instruction. ESE teachers will effectively use the Learning Strategies class to implement small and whole group instruction in order to support the general education curriculum.

Person responsible for monitoring outcome:

Jason Driver (driverj@okaloosaschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In ELA, we will Identify high-effect size strategies to help students strengthen their comprehension skills of grade-level texts. These strategies should include the Chunking the Text Strategy, the Summarizing Strategy and the use of Graphic and Semantic Organizers. Teachers will identify and implement best practices for working with students to expand their vocabulary and general knowledge in order to aid in comprehension of grade-level text. These best practices should include Frayer models, paired text, short video clips, and content building writing activities from the book The Writing Revolution.

In Math, we will identify and implement high-effect size strategies that help students

strengthen foundational math skills. These strategies should include the CUBE strategy, Solve a Simpler Problem strategy, and the Draw a Picture or Make a Model strategy. The ESE team and classroom teachers will collaborate to determine the best use of the i-Ready and IXL programs for instruction and remediation.

Purposefully integrate the six B.E.S.T. ELA Expectations into standards-based lessons and tasks.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Implement the gradual release model within interactive whole group instruction. I do (teacher modeling), We do (teacher-guided and student interactive whole group instruction), You do it together (student collaboration with teacher assistance, as needed), You do it alone (student demonstrates skill/concept independently)

Deliver instruction that fosters student engagement via meaningful interactions with text(s) by strategically integrating components of close reading, leading to a culminating task. Utilize text analysis strategies to include purposeful text-dependent questions, text-marking, annotating, writing through reading, and purposeful student talk. Utilize approved instructional resources such as myPerspectives and i-Ready (Grades 6-8) to plan targeted interactive whole group instruction that promotes comprehension and analysis of complex text(s).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESE teachers will create a schedule for daily classes reflecting pacing that facilitates the teaching of the strategies and incorporates best practices into Learning Strategies classes. ESE students will follow the daily schedules in the classes, participate in lessons to learn about the strategies, and apply them to class work in all of their appropriate.

Teachers will use the identified strategies and best practices in their Gradual Release lessons and reflect upon their use and effectiveness in ESE, Department and Grade Level monthly meetings. Students will use the strategies in their lessons and reflect upon their own learning, advocate for their learning by participating in small group and one-on-one assistance during the Learning Strategies classes.

Teachers will follow the plan for using i-Ready program for teaching and remediation with the ESE students. Students on the Individualized Learning Path lessons will have their work monitored so that lessons with yellow or red flags will lead to small group or one-on-one re-teaching by the Core or ESE teacher. Students will complete i-Ready lessons as appropriate on paper or computerized and will advocate for themselves when presented with confusing concepts by reaching out for help from the Core or ESE teacher.

Person

Responsible

Jason Driver (driverj@okaloosaschools.com)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Shoal River Middle School will address positive school culture and environment by implementing the following:

Creating a safe environment in which students can learn and grow.

Setting expectations of excellence and quality in student learning and achievement.

Valuing every student's ability to learn.

Parents, teachers, and staff make decisions based on what is in the best interest and the welfare of students.

Reading Strategies will be used across the core curriculum areas.

Recognizing diverse racial, ethnic, and cultural backgrounds.

Communicating effectively with students, educators, parents, administrators, school board members, and others in the community.

Continuing professional development.

Implementing B.E.S.T (Benchmarks for Excellent Student Thinking) based curriculum.

SRMS will provide required school supplies to all students free of cost to ensure all students will have what they need to be successful.

Saturday Homework will be held monthly at the school and other community sites

Establishing a robust PTO to increase parent involvement.

Recognizing students through the "MUSTANG STAR" program. Students can be nominated by teachers and staff for outstanding character.

Providing a "Community Closet" for students that may need help getting basic hygiene necessities.

Administrative Team will serve as instruction leaders.

Technology will be used throughout the curriculum.

SRMS will provide a New Teacher Program to help develop our new teachers.

Detailed agendas will document all meetings on campus to provide easy access for all faculty and staff to all necessary information.

A new teachers lounge was created in the spring to provide another location for collegial communication and team bonding.

A new discipline office was created to provide a central location for teachers to send students exhibiting negative behaviors.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Dr. Jason Driver, Principal
Ben Kimbrough, Assistant Principal
Kayla Nutt, Assistant Principal
Tulsa Moore, Instructional Coach
Christine Glass, ELA Teacher
Jacob Cosson, Social Studies Teacher
Stacy Grant, Math Teacher
Moya Peterson, Science Teacher
Kelsey Perez, ESE Teacher
Teachers, Staff Members, PTO