

Sebastian River Middle School



2014-15 School Improvement Plan

Sebastian River Middle School

9400 FELLSMERE RD, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

49%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of SRMS is to develop citizens who are nationally and globally conscious, possess personal integrity, and pursue academic excellence through content area literacy. Our efforts will create life-long, self-motivated learners who actively serve their communities.

Provide the school's vision statement

Read,
Innovate,
Collaborate,
Achieve!

School Environment

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

Customer service is our top priority at Sebastian River Middle School. Customer service takes place at every touch point with students, parents and the community. We take pride in engaging with all of our stakeholders in a variety of ways — all with the goal of raising students' academic achievement. Faculty members use the first days of school to set a positive tone and clarify the values and expectations that will help guide interpersonal interactions between the teacher and students in the classroom. Administration does a school-wide grade level expectation assembly to ensure that all students are given the tools and opportunities to succeed.

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

Evaluating administrators encourage teachers to build strong relationships and collect observable data using Marzano's design question 8: Establishing and maintaining effective relationships with students.

Our entire teaching staff participated in student engagement Kagan strategies that are data driven to increase positive interactions with students. We identify and engage school community stakeholders in assessing the current state of the cultural awareness and student-teacher relationships.

SRMS utilizes a PBS design model for discipline focusing on positive interactions and acknowledgement of students who are respectful, responsible, righteous, and ready to learn.

Administration, department chairs and guidance counselors participate in (IRFIL) Indian River Fellowship for Instructional Leaders sessions. The trainings are focused on school culture, relationships, teacher and student self-efficacy and the Art of Instruction.

IRTIPS is an extension of the IRFIL program, the acronym (IRTIPS) stands for Indian River Teachers Improving Performance for Students. IRTIPS was developed using effective facilitation strategies which target areas such as, school culture and relationship building. Our school captains, Alissa Wright, Laurie Wykoff, and Tauna Phillips model the strategies for effective delivery during early release days (eight designated Wednesdays). Teachers are encouraged to collaborate through the use of protocols, holding all accountable to the work, as group members have an opportunity to participate and discuss topics around reflective teaching practices. Reflective teaching practices means looking at "what you do" in the classroom, thinking about "why you do it", and evaluating "does it works".

No two students enter a classroom with identical abilities, experiences, and needs. Learning style,

language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. Regardless of their individual differences, however, students are expected to master the same concepts, principles, and skills. Helping all students succeed in their learning is an enormous challenge that requires innovative thinking. Our teachers use differentiated instruction and take diverse student factors into account when planning and delivering instruction. Kagan strategies help SRMS teachers structure learning environments that address the variety of learning styles, interests, and abilities found within their classroom.

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

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

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

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

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

Adults across our campus are visible and pro-active in re-directing behavior and acknowledging students who are following our expectations.

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

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

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

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

Academic Achievement and Planning:

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

Personal and Social Growth:

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

Crisis Intervention

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

Career and Life Planning

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

Consultation

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

The School Resource Officer, Deputy David May; and the 6th Grade Assistant Principal, Ms. Cynthia Emerson go through each 6th graders RODEO class to cover the expectations and idea of respect in school. This allows us to build relationships with the students while establishing clear understanding of what it means to be respectful, both verbally and non-verbally.

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

From the Student Support perspective the school wide behavioral system in place is our Positive Behavior Support Program. This program aids in minimizing distraction to keep students engaged during instructional time by providing positive incentives for appropriate behavior. Students are rewarded with cowboy cash by teachers and staff when they exhibit behavior that support the school expectations: Be Responsible, Be Respectful, Be Ready, and Be Righteous.

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

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

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

The (PBS) Positive Behavior Support Program and MTSS, also help. Both the PBS and MTSS program looks at our school discipline data to help track progress and identify areas to target for

intervention. Both PBS and MTSS take into account the discipline data. The referral Process & Procedures are consistent throughout the school, School-wide expectations and rules are posted in specific settings to teach students appropriate behavior, and reward system to encourage and model appropriate behavior and effective consequences to discourage inappropriate behavior.

Additional examples are provided below:

- *Responding daily to the immediate emotional and academic needs of students regarding family, peer and school issues through personal counseling services.
- *Utilize developmentally appropriate counseling strategies to motivate and promote student growth and achievement.
- *Respond to teachers, staff and administrators referrals of students in need of support
- *Facilitate MTSS weekly team meetings.
- *Conduct Peer Mediations.
- *Homeless children and youth are identified by school personnel, these families are informed of and receive educational services for which they are eligible
- *Refer students and families to community agencies for ongoing therapeutic assistance such as New Horizons, Legacy, and Suncoast Mental Health Center.
- *Collaborate with ESE, SSS, ELL, New Horizons school program who provide group counseling opportunities.
- *Conduct parent conferences and suggest community resources

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

The data being tracked are the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
 - Attendance Rate
 - Low GPA target
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 - Mobility
 - Retention
 - Below Proficiency Local Benchmark scores
 - Multiple indicators

However, data below is reflecting only the indicators that were specifically filtered for.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	26	36	47	109
One or more suspensions	1	19	17	37
Course failure in ELA or Math	2	16	28	46
Level 1 on statewide assessment	61	58	89	208

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	26	41	69

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

We have developed several innovative programs to address the EWS indicator groups. Teachers are identifying students within their classes that are labeled with EWS to help them establish groups, classroom consultations, and consistent parent communication for the students that fall into this category.

Another tier 3 strategy is to incorporate opportunities for engagement during lunch and after school to positively reward students who are coming to school and making good academic and behavior choices. This proactive approach has helped us already reduce referrals significantly. This year we have incorporated playing music during lunches, dance-offs on stage on Fridays, and school-wide PBS drawings each week to encourage students to follow the 4 R's- Respect, Responsibility, Righteousness, and being Ready. Teachers give out tickets throughout the week to students.

Another strategy that we are implementing this school year is to target students who are "ON A ROLL." With significant attendance, behavior, and academic improvements. This Tier 2 Strategy will help us target and encourage students who are taking the steps forward to success. Grade level chairs have also been selected to plan and organize grade level competitions, which will assist with motivation and effort.

Our Tier 3 strategy is working specifically with students who have 4-5 Early Warning Indicators. The 7th and 8th grade students have been invited to participate in a weekly group session with the Assistant Principal, Ms. Emerson and the LifeSkills instructor, Ms. Marley. The students will begin by creating specific goals for the year based on the early warning indicators that they fall into. Each week the instructional focus changes to a new strategy to teach the group and a check-in and monitoring of the goals. This small-group instruction will take place during RODEO time so it will not remove the students from academic classes or core-curriculum.

The 6th grade students that have 4-5 EWS indicators will be able to participate in the RISING STARS academic and behavior support group. This group meets twice a week during RODEO and after school once a week from 2:45-4:15 to focus on specific Math and Reading remediation. It is run by the Assistant Principal, Dr. Bennie Shaw, Lifeskills instructor Ms. Marley, and New Horizons counselor, Brandon Grimison. Transportation is provided on Thursdays for the after school tutoring.

The E.S.E. Department will be following those students in the lower quartile who have two early warning indicators. Students will be pulled for conferences by the consult teacher and department chair to help them create a plan to minimize the problems/ situations shown in the data. Teachers in the department may also volunteer to mentor those identified students in their classes to provide additional support.

After school tutoring is being offered for students in the lower quartile in the areas of math, reading and language arts.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

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

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

School Advisory Council (SAC) meets at least 5 times each school year. SAC is a team of people representing parents, teachers, students, administrators, support staff, and other interested community members. We meet to review, and discuss the School Improvement Plan, as well as, to assist in the evaluation of the results of the plan.

SRMS is an IB World School, with about 30 percent of the students participating in the IB program. Part of the mission of the IB Program and SRMS is to involve the parents and community. The IB Coordinator utilizes email as the primary source of communicating with parents and students. The Coordinator frequently sends email bi-weekly updates concerning various community activities and volunteer opportunities. For example, SRMS is participating in the annual International Beach Cleanup on Saturday, September 20, 2014. In addition, parents receive email concerning SRMS activities such as: Open House, Orientation, Progress Report/Report Card dates, and Parent Conference Nights.

SAC

PTSA

IB Parental Involvement

Parental communication- Connect Ed, eSembler, PTSA website, Enhance school website

Clothing Swap

PTSA Flea market

5K Annual Cowboy River Run to benefit IB program

Athletic Events

Band Night

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

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

Sebastian River Middle School has an excellent relationship with the local community. Sebastian Middle has a strong partnership with the IRC Education Foundation. They have earmarked funds for the use by teachers in our district to fund creative classroom projects. Teachers, and school administrators can apply for grants which will benefit individual classrooms, or the entire school. Many of our teachers have applied for Find-it Fund-it grants which will provide unique and result-oriented learning experiences for students. In addition, the foundation provides students at SRMS with the basic tools to learn. Children in need receive a backpack filled with grade appropriate school supplies or supply kits beginning in August and throughout the school year. Our students also participate in the sneaker exchange program, they receive new sneakers and socks, which keeps them on a path of learning by supporting and providing for their basic needs. IRC Ed Foundation also offers our students the opportunity to participate in a science fair. Students participate annually at the local, with a goal of making it to the regional fair to earn academic prizes and college scholarships. The virtual supply closet (www.edfoundationirc.org) offers a wide range of items. Teachers at our school have requested items from the closet. The virtual classroom supply closet is presented in partnership with the Indian River County Lawyers Auxiliary. We also have an excellent relationship with the Sebastian Exchange Club, and each year, recognizing "Students of the Month". Sebastian River Middle School participates in the Wounded Warrior Christmas Card program, as well as partner with the Veterans Council to have "Veteran in the Classroom" program. Local churches help with food, and the Sheriff Department supports our students with the "Shop with a Cop" program during Christmas. Each year, people within the community email the school or IB Coordinator in search of volunteers. Parents and students participating in IB often volunteer and help with the annual events, such as the Frog leg Fest, Firefighters Fair, and Sebastian Clambake just to name a few. When we are in need of special funding, administration and the IB Coordinator send out emails, letters or call local businessmen/women for support. Since we are active members within the community, it is often easy to gain the support that is needed.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Bennett, Jody	Principal
Emerson, Cynthia	Assistant Principal
Shaw, Bennie	Assistant Principal
Hodge, Jack	Teacher, K-12
Wright, Alissa	Teacher, K-12
Phillips, Tauna	Teacher, K-12
Sturgeon, Jaime	Teacher, K-12
Blanton, Andi	Teacher, K-12
Tatro, Meredith	Teacher, K-12
Schultz, Patti	Teacher, K-12
Bech, Elizabeth	Teacher, Career/Technical

Duties

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

The principal, Jody Idlette, is an instructional leader who sustains a shared vision for the students' academic achievement. Her goal is to ensure rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers and staff. The principal oversees school wide operations.

Assistant principals, Cindy Emerson and Bennie Shaw, are instructional leaders who assist with overseeing school wide operations, while supporting all school wide initiatives and duties.

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

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

The role of the school-based MTSS leadership team is to develop plans to support our students based on tiered interventions. The teams responsibility is to provide coaching, mentoring, and support to the team, teachers, and students. The Resource Specialist, School Resource Officer, Guidance Counselors, School Psychologist, Speech/Language Pathologist, Social Worker, Student Support Specialist 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 directly with students that are recommended for Tier 2 and Tier 3 interventions. She monitors behavior, checks in with teachers, provides immediate feedback, and reports progress back to the team to see if modifications are needed. She also heads up the Positive Behavior Support System that promotes effective behavior with a positive reward system and incentives.

PBS team is established and meet throughout the school year to create standards of behavior for students, teach students those expectations and discuss ways to communicate positive feedback to students. SRMS teachers were trained to utilize the responsive classroom approach. Recognition and celebration of student effort is recognized throughout all schools.

The principal holds a weekly Leadership Meeting with the two assistant principals to discuss school-wide practices and procedures.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

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

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

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

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

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

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

Other School Support Systems

New Teacher Mentor Program

We also have a new teacher mentor program, meeting, if needed, are held before, during or after school. It provides the necessary framework, resources, and support to enable and empower new teachers to our school. (We have no teachers "new to teaching" at our school this year. There is a position currently posted for ELA.)

National School Breakfast & Lunch Program

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

We currently have 74% of our students qualifying for free and reduced lunch.

Title 1 Part C, Migrant

The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent

specialist and the migrant Advocate provide support to migrant students and their families. We also offer an after school program for our struggling migrant students.

Title II

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

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone.

Title X- Homeless

The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Indian River County Civil Citation Program

SRMS is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sheriff's office. The program is an alternative to arrest, so youth will have no criminal record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a youth enters the civil citation program his/ her information is 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.

Anger Management and Social Skill Sessions

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

After School Programs

Resource allocation is limited however, we use a portion of our general funds to provide transportation on Thursdays from 2:45-4:15 for our students that are struggling academically or need behavior interventions. We also host a variety of clubs and activites. Teachers working with the after school program are funded through supplements dollars.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Meredith Tatro	Teacher
Jody Idlette	Principal
Amanda King	Parent
	Student
Denise Griffin	Parent
Carol Maschhoff	Parent
Shameka McCombs Owens	Teacher
Carol Scaramuzzi	Parent
Juan Rojas	Teacher
Yuly Vasquez	Business/Community
Viridiana Gamez	Parent
Karina Villegas	Parent
Melissa Sleeper	Teacher
Nancy Weiss	Parent

Duties

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

Evaluation of last year's school improvement plan

A School Improvement Plan (SIP) is the primary vehicle for aligning, coordinating and prioritizing the work of the school in the context of raising student performance. Unfortunately, the May meeting was canceled and there was no rescheduled meeting in June so no evaluation was done of the previous SIP for the 2013-14 school year (is limited to a report of activities completed during the previous school year).

2013-14 Data is below:

Reading 2012-2013 2014-2015 Math 2012-2013 2014-2015

All 55 / 52 56 / 53

Black 23 / 26 25 / 29

Hispanic 43 / 41 46 / 45

White 68 / 65 68 / 64

ELL 19 / 9 14 / 16

SWD 24 / 23 22 / 23

ED 46 / 44 49 / 45

SRMS dropped overall by 3 percentage points in Reading 55/52 and Math 56/53. Our goal for this school year is to increase by at least 5% in Reading and Math to meet Safe Harbor.

Development of this school improvement plan

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

After the plan is approved, the plan needs to be implemented. During the school year, the actions listed in the plan will be carried out in order to achieve the objectives of the plan. The SIP plan will be reviewed in the middle of the year to ensure that progress is being made.

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

Preparation of the school's annual budget and plan

About 80 percent of the budget is tied to personnel and benefits, another 10 percent of the budget is impacted and limited by state, local and federal mandates related to state adopted textbooks, supplies and materials, etc. and the remaining 5 percent is discretionary funds used to support school initiatives. Funds in our budget are spent continuously throughout the school year.

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

No funds were being allocated to the school SAC during the 2013-2014 school year. However, School Improvement funds are available on this school year and will be used for the purpose of enhancing school performance through development and implementation of a School Improvement Plan. The monies, when available, may only be used on programs or projects selected by the School Advisory Council.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bennett, Jody	Principal
Shaw, Bennie	Assistant Principal
Emerson, Cynthia	Assistant Principal
Wright, Alissa	Teacher, K-12
Wright, Bradley	Teacher, K-12
Sarrasin, Clarelle	Teacher, K-12
Phillips, Carin	Teacher, K-12
Wykoff, Laurie	Teacher, K-12
Blanton, Andi	Teacher, K-12
Sleeper, Melissa	Teacher, K-12
Beller, Sandra	Instructional Media
Kebbel, John	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

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

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

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The team is in the process of initiating several ways that we can support literacy across all content areas. The first is to focus on Tier II Vocabulary school-wide (October). Resources to be used each month will developed and shared by Literacy Team members. Our first meeting took place in Septemeber, the Action Steps remain a work in progress that we intend to update and maintain as the committee moves forward with the initiative.

SRMS School Wide Literacy/College and Career Ready Action Steps

1. School Wide, Cross Content -Focus on Tier II Vocab., Share State Rubrics and Item Specs, Performance Task, Open Response, Document Based Questions, GRASP, and Cite Textual Evidence
2. Text Complexity and Informational - Support from Media Specialist (expert of primary sources), a focus on building library collection of non-fiction, AR points (teacher approval) for reading complex text, new ELA textbooks support rigor
3. Close Reading and Text Based Responses- PD provided by Reading/Lang. Department, Training on CIS Close Reading, Use of ELA Stem Questions
4. Writing Across Content Areas- Document Based Questions, GRASP, and Cite Textual Evidence, Exit Slips and Written Response Questions
5. Student Engagement and Collaboration- Use of Kagan in classrooms (ex. shoulder and face partners), Additional Kagan Professional development and utilizing the Bring Your Own Device initiative
6. Instructional time- Classes (47 minutes) are not enough time. Looking for additional options for next school year.
7. Teaching Practices- One consistent way to work to support the initiative.
8. Professional Learning- Focused Professional Development on the what we need to support the standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

Teachers are given vertical planning time to work with their Department each day to create common assessments, analyze data, work on unit plans. Once a week teachers are given an additional time to plan during RODEO to work on tier 2 and tier 3 interventions and create Department-wide goals. The master schedule has been designed to provide a consistent vertical planning time for content area teachers to meet. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on collaboration and sharing of best practices.

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

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

Additional Strategies:

1. Attend College recruitment fairs
2. Participate in the District ACP programs for New Teachers
3. Participate in IRFIL sessions addressing Learning Culture, Relationships, Teacher & Student Efficacy
4. Utilize the districts application process which allows Administrators to review applications online
5. Continue to involve Department Chairs in the interview process to interview perspective teachers
6. Continue to share Best Practices through Departments
7. Instructional coaching of all teachers to implement Best Practices by Administrative Team

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

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

Lead Mentor- 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Each Administrator is assigned to oversee subject area departments to ensure that instructional programs are aligned with Florida's standards. Additionally, Department Heads are responsible for collaborating with district staff to keep up with the changing initiatives. Teachers ensure materials are aligned to Florida's Standards

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

Professional Development will be provided through the school year. Several trainings will be offered on State Inservice Day, October 17th.

Instructional Strategies

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

We began the school year with a data-driven Kagan student engagement professional development. This professional development focused on providing students multiple avenues for learning. Using a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs.

Sebastian River Middle School has resources to support instruction (classroom libraries, grade level novels, texts to support units of study, and leveled textbooks)

We administer assessments which measure instructed standards. Teachers utilize the assessment data to drive instruction for re-teaching, remediation, or whole class instruction modifications.

Data chats are conducted with individual students in the classroom so they are aware of their growth or opportunities for improvement.

Star test helps teachers gauge students current reading level to guide the media specialist in appropriate leveled texts for students.

Students, both those in the General Education population and those students with Individual Education Plans, who are performing in the lower quartile (Level 1 per FCAT) are assigned to content area teachers who also specialize in experienced engagement and ESE teaching strategies.

The "Reverse Inclusion" style program helps Sebastian River Middle School provide the content and behavioral needs for students who need opportunities for growth. If the students remain at a Level 1 (per data/ assessment results), they can continue to be assigned to those dually certified teachers.

Those students with I.E.P.s who progress to higher levels, as shown by the data, are still followed by those in the E.S.E. department (i.e. consult teacher, Department Chair, Resource Specialist, classroom teachers) to ensure their continued progress.

In order to make sure the students become effective self-advocates, those with I.E.P.s are instructed in how to use their accommodations during classroom and assessment situations. Teachers in the E.S.E. department have also volunteered their time during their planning periods to assist when needed during classroom testing and other assessments as needed, so that the students will be able to effectively access and complete assessments successfully using those accommodations.

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

Strategy: Summer Program

Minutes added to school year: 3,480

The duration of the summer program is 3 weeks for students, equating to 58.5 hours of instruction. 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. .

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Emerson, Cynthia, cynthia.emerson@indianriverschools.org

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

Through the district's partnership with Performance Matters (PM2). The district has implemented a comprehensive progress 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.

Strategy: Extended School Day

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.

Strategy Rationale

The goal is to see improvement in grades and FSA/CELLA scores by the end of the after school program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shaw, Bennie, bennie.shaw@indianriverschools.org

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

Through the district's partnership with Performance Matters (PM2). The district has implemented a comprehensive progress 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.

Strategy: After School Program

Minutes added to school year: 2,400

In the "Reverse-Inclusion" classes, students receive explicit instruction to assist in filling in the gaps in their background knowledge and in their repertoire of skills and strategies. The teachers in these classes use research based best teaching practices for struggling students, as well as, the guidelines from Universal Design for Learning -multiple means of representation, multiple means of action and expression and multiple means of engagement- to provide active engagement and the scaffolding needed. This helps the students gain knowledge and confidence as well as the ability to "show what they know". As the students increase their skill levels, higher and more challenging and complex levels of instruction are provided. Expectations for the students in these classes are very high and are communicated to them daily.

The teachers in the E.S.E. Department each meet and collaborate with their Content Area Departments during regular department meetings. They also meet as an E.S.E. Department afterschool to discuss concerns and strategies that can be taken back to the teachers in their content areas.

In addition, the E.S.E. department also provides a consult teacher to those General Education teachers who have the higher level (twos and above per state assessment results) students who are not in the classes with the dually certified teachers. This person provides strategies and feedback as needed. Concerns are brought back to the E.S.E. Department Chair and other teachers in the department for discussion and input to take back to the classrooms.

Students who need additional remediation and/or assistance with assignments and projects for other classes are pulled by one of the E.S.E. teachers as needed and given that help during Rodeo (daily- 30 minutes at the end of school) or for after school in math and reading.

Strategy Rationale

Sebastian River Middle School is unique in that there is an Exceptional Student Education Department that is made up of teachers who are dually certified in both Exceptional Student Education and Curriculum Content (i.e. Mathematics, Language Arts, Science, Social Studies and Reading). By demonstrating expertise in strategy and content, these teachers are able to better identify, address and remediate many of the underlying causes for the lack of proficiency in this part of the student population.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Blanton, Andi, andi.blanton@indianriverschools.org

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

Content area classroom testing, Benchmark testing and state assessments

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

College and Career Readiness

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

Guidance Counselors visit classrooms and go to the elementary schools at the end of each school year to present information on course selection, including academics and electives, for the following school year. School staff will meet with students and parents individually as requested to offer assistance on course selection or changes.

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

We will be looking to implement Career and Technical programs at SRMS in 2015.

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.

Eighth grade Social Studies also focuses on career planning and choosing a career based on their skills of interest.

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

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.

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

We will be looking to implement Career and Technical programs at SRMS in 2015.

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve the overall reading proficiency of SRMS students from 55% to 61% The Reading Department will focus on the following sub-groups. Economically disadvantaged students reading dropped from 48% to 46 % Our target will be 52% Black students dropped from 27% to 23%. Our target will be 33% White students dropped from 69% to 68%. Our target will be 74% ELL students dropped from 20% to 19%, Our target will be 25% SWD dropped from 26% to 24%. Our target will be 31%
- G2.** Chronic Absenteeism (Students with 18 or more days of school missed in a school year) 10-20% reduction in absenteeism of our target students in the red zone.
- G3.** The Science Department will increase the use of reading strategies in the content area and monitor data increasing the percentage of students who are proficient in reading. We will at least hit the safe harbor target in reading.
- G4.** TIER 3 administrative target groups for students who are showing EW indicators. Groups are held weekly during RODEO time to create opportunities of success, tutoring, group sessions, character building, school success skills. 10-20% reduction in absenteeism of our target students in the red zone.
- G5.** To increase ELA (reading and writing) scores of all students by 7% for the 2014-15 school year, specifically targeting low sub-group areas. 2013-14 Reading (Percent Scoring Satisfactory): All 52% Black 26% ELL 9% Students w/ Disabilities 23% Economically Disadvantage 44%
- G6.** The ESE Department will work with students with disabilities to raise their AMO Reading Data and Math Data to show a gain in the percentage of ESE students who are proficient in Reading and Math. We will at least hit the safe harbor target in the area of SWD in reading.
- G7.** Social Studies Department will target reading and writing skills of our students. Social Studies will deliberately focus on the subgroups of ED students who are currently at 44% proficient, White students who are currently at 65% proficient, and Hispanic students who are at 41% proficient. We will at least hit the safe harbor target in reading.

- G8.** The Math Department will focus on increasing the number of Hispanic students who are proficient in math. The goal will be to at least hit the safe harbor target for hispanic students.
- G9.** The Elective Department will be focusing on proficiency gains in reading by incorporating the one of the twelve power words each week into a daily activity. Analyze, Infer, Evaluate, Describe, Support, Explain, Summarize, Compare, Contrast, Predict, Formulate, and Trace We will at least hit the safe harbor target in reading.

Strategic Goals Detail

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

G1. To improve the overall reading proficiency of SRMS students from 55% to 61% The Reading Department will focus on the following sub-groups. Economically disadvantaged students reading dropped from 48% to 46 % Our target will be 52% Black students dropped from 27% to 23%. Our target will be 33% White students dropped from 69% to 68%. Our target will be 74% ELL students dropped from 20% to 19%, Our target will be 25% SWD dropped from 26% to 24%. Our target will be 31% 1a

G036034

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - African American	58.0
AMO Reading - ED	65.0
AMO Reading - White	77.0
AMO Reading - ELL	40.0
AMO Reading - SWD	47.0

Resources Available to Support the Goal 2

- Professional Development
- RODEO
- New curriculum
- Rising Stars program
- School Attendance Officer
- PBS program – “cowboy cash,” rewards, etc.
- Literacy Coach Support
- PM2 Early warning indicators- baseball card view
- IB tutoring
- School literacy team
-

Targeted Barriers to Achieving the Goal 3

- lack of rigor in curriculum

Plan to Monitor Progress Toward G1. 8

Reading teachers will monitor progress throughout the year Benchmark test scores, 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 Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Progress Toward G1. 8

Florida Standards Assessment

Person Responsible

Alissa Wright

Schedule

On 5/1/2015

Evidence of Completion

FSA scores, student data

G2. Chronic Absenteeism (Students with 18 or more days of school missed in a school year) 10-20% reduction in absenteeism of our target students in the red zone. 1a

 G036035

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	

Resources Available to Support the Goal 2

- Schedules
- Mentoring
- Parental Involvement
- Officer May
- Attendance Officer
- Target Credit Recovery Students

Targeted Barriers to Achieving the Goal 3

- Emotional Needs of Students

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Jody Bennett

Schedule

Quarterly, from 10/15/2014 to 6/5/2015

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. The Science Department will increase the use of reading strategies in the content area and monitor data increasing the percentage of students who are proficient in reading. We will at least hit the safe harbor target in reading. 1a

G036036

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

Resources Available to Support the Goal 2

- 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 3

- lack of materials (appropriate reading passages outside of text)

Plan to Monitor Progress Toward G3. 8

PM2 Data and Reading benchmarks

Person Responsible

Patti Schultz

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Reflection and discussion of data.

G4. TIER 3 administrative target groups for students who are showing EW indicators. Groups are held weekly during RODEO time to create opportunities of success, tutoring, group sessions, character building, school success skills. 10-20% reduction in absenteeism of our target students in the red zone. 1a

G036037

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	8.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Lifeskills facilitator
- Assistant Principals and School Counselor
- FCAT materials- including Pre-test, test-taking strategies
- Time management print-outs
-

Targeted Barriers to Achieving the Goal 3

- time

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Schedule

Quarterly, from 9/19/2014 to 6/5/2015

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. To increase ELA (reading and writing) scores of all students by 7% for the 2014-15 school year, specifically targeting low sub-group areas. 2013-14 Reading (Percent Scoring Satisfactory): All 52% Black 26% ELL 9% Students w/ Disabilities 23% Economically Disadvantage 44% 1a

 G036038

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- New Curriculum (Collections, Inside)
- New Standards from FCAT 2.0 to Florida Standards Assessment
- RODEO remediation
- Peer tutoring/ after school tutoring
- Rising Stars
- Technology

Targeted Barriers to Achieving the Goal 3

- Very little training on collections curriculum, Inside, and New Florida Standards/ lack of time for PD

Plan to Monitor Progress Toward G5. 8

PD/Training

Person Responsible

Tauna Phillips

Schedule

Weekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Attendance logs in PD, implementation of new strategies in lesson plans, classroom observations, data monitoring, and fidelity checks.

G6. The ESE Department will work with students with disabilities to raise their AMO Reading Data and Math Data to show a gain in the percentage of ESE students who are proficient in Reading and Math. We will at least hit the safe harbor target in the area of SWD in reading. 1a

G036039

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	47.0
AMO Math - SWD	44.0

Resources Available to Support the Goal 2

- 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 3

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

Plan to Monitor Progress Toward G6. 8

Reading Data through Benchmark scores, FSA scores, EOC scores

Person Responsible

Andi Blanton

Schedule

Quarterly, from 9/23/2014 to 6/3/2016

Evidence of Completion

Increased number of ESE students demonstrating proficiency in Reading.

G7. Social Studies Department will target reading and writing skills of our students. Social Studies will deliberately focus on the subgroups of ED students who are currently at 44% proficient, White students who are currently at 65% proficient, and Hispanic students who are at 41% proficient. We will at least hit the safe harbor target in reading. **1a**

 G036040

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - White	77.0
AMO Reading - Hispanic	61.0
AMO Reading - ED	65.0

Resources Available to Support the Goal **2**

- Parent Support
- Common planning
- Group discussion with reading department
- RODEO time and collaboration

Targeted Barriers to Achieving the Goal **3**

- Needing training and teaching strategies

Plan to Monitor Progress Toward G7. **8**

Social Studies 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 during vertical planning and RODEO.

Person Responsible

Jack Hodge

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Percentage of students scoring proficient in reading will increase.

G8. The Math Department will focus on increasing the number of Hispanic students who are proficient in math. The goal will be to at least hit the safe harbor target for hispanic students. 1a

G036041

Targets Supported 1b

Indicator	Annual Target
AMO Math - Hispanic	63.0

Resources Available to Support the Goal 2

- EPIC/Rodeo Time
- After-School Tutoring
- Department Collaboration/Common Planning
- Providing Binders/Folders (school supplies) as needed
- IB peer tutoring during RODEO

Targeted Barriers to Achieving the Goal 3

- Lack of Foundational Math Skills

Plan to Monitor Progress Toward G8. 8

Teachers using PM2 to see how the targeted group has increased through benchmarks. Teachers will evaluate needs assessments to ensure progress.

Person Responsible

Meredith Tatro

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

PM2 will be used to assess expected increases. Teachers will meet collaboratively to discuss strands that students are struggling with the create lessons to address the students needs as they arise. The goal is to target the Hispanic students who have dropped in percentage proficient in Math, however, these strategies will not be limited to only those students. We expect to see an overall increase in the percentage of students proficient in Math.

G9. The Elective Department will be focusing on proficiency gains in reading by incorporating the one of the twelve power words each week into a daily activity. Analyze, Infer, Evaluate, Describe, Support, Explain, Summarize, Compare, Contrast, Predict, Formulate, and Trace We will at least hit the safe harbor target in reading. **1a**

Targets Supported **1b**

 G036042

Indicator	Annual Target
AMO Reading - All Students	70.0

Resources Available to Support the Goal **2**

- Consolidate meetings and activities
- RODEO time to meet and deliberately plan POWER WORD integration
- Literacy Plan and Literacy Team
-
-
-
-
-
-

Targeted Barriers to Achieving the Goal **3**

- Curriculum requirements

Plan to Monitor Progress Toward G9. **8**

Monitoring Benchmarks will help teachers make adjustments if students are not making proficiency gains. This will allow new strategies and professional training to take place during RODEO by the Department Chair and Literacy team representative

Person Responsible

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Teachers pulling data and reflecting on proficiency gains.in reading through benchmarks.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To improve the overall reading proficiency of SRMS students from 55% to 61% The Reading Department will focus on the following sub-groups. Economically disadvantaged students reading dropped from 48% to 46 % Our target will be 52% Black students dropped from 27% to 23%. Our target will be 33% White students dropped from 69% to 68%. Our target will be 74% ELL students dropped from 20% to 19%, Our target will be 25% SWD dropped from 26% to 24%. Our target will be 31% **1**

 G036034

G1.B3 lack of rigor in curriculum **2**

 B086279

G1.B3.S1 Using new rigorous curriculum, resources, and training **4**

 S128482

Strategy Rationale

More up to date with state standards and complex text/grade level test- Integration of skills in context.

Action Step 1 **5**

Utilize curriculum and resources (Collections and Inside)

Person Responsible

Alissa Wright

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Assessment results, classroom activities, benchmark tests, formative assessments

Action Step 2 5

Familiarize ourselves with the new LAFS

Person Responsible

Alissa Wright

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

CPALMS training, lesson planning, common boards, and citing evidence

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

Observe lesson plans for new techniques, strategies, and curriculum

Person Responsible

Alissa Wright

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson plans will reflect new standards, curriculum, and engagement strategies

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

Department analysis of assessments and student work samples

Person Responsible

Alissa Wright

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Work samples, rubric grading, PM2, eSembler

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

PM2 Data monitoring

Person Responsible

Alissa Wright

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Benchmark analysis forms, FAIR results, IPDP progress

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

Classroom Observations

Person Responsible

Alissa Wright

Schedule

On 6/5/2015

Evidence of Completion

Re-teaching, remediation and usage of RODEO, formative assessments, and summative assessments

G2. Chronic Absenteeism (Students with 18 or more days of school missed in a school year) 10-20% reduction in absenteeism of our target students in the red zone. 1

G036035

G2.B2 Emotional Needs of Students 2

B086285

G2.B2.S1 Classroom Engagement Mentors- Creating Positive interactions with staff and students 4

S096999

Strategy Rationale

Action Step 1 5

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

Person Responsible

Jody Bennett

Schedule

Quarterly, from 10/15/2014 to 6/5/2015

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.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

Person Responsible

Jody Bennett

Schedule

Quarterly, from 10/15/2014 to 6/5/2015

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 Implementation of G2.B2.S1 7

Individual students with Quarterly monitoring of attendance and improvements in data will have celebrations of success, including our "On a ROLL" assembly.

Person Responsible

Jody Bennett

Schedule

Quarterly, from 10/15/2014 to 6/5/2015

Evidence of Completion

1. Successful implementation: Any improvement in attendance data

G3. The Science Department will increase the use of reading strategies in the content area and monitor data increasing the percentage of students who are proficient in reading. We will at least hit the safe harbor target in reading. 1

 G036036

G3.B6 lack of materials (appropriate reading passages outside of text) 2

 B116226

G3.B6.S1 By obtaining training, utilizing text, and gathering non-fiction text articles to support the curriculum we can maximize students exposure to text and give more opportunities for discussions and written response. 4

 S127923

Strategy Rationale

Through the usage of RODEO time, inviting district literacy coaches to meetings, creating high interest in students through outside text sources, and utilizing text resources already available we should see a gain in the percentage of students showing reading proficiency.

Action Step 1 5

Training during Rodeo time on teaching reading skills

Person Responsible

Patti Schultz

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Action Step 2 5

Utilizing text materials and identifying appropriate reading passages

Person Responsible

Sandra Beller

Schedule

Monthly, from 9/29/2014 to 9/29/2014

Evidence of Completion

Attendance during planning period monthly to help find resources and text available.

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

Training on reading strategies through RODEO and planning periods

Person Responsible

Patti Schultz

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

RODEO attendance log and in-service attendance log. Teacher monitoring of benchmark scores to show gains in proficiency in reading.

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

Identifying text and additional complex text passages to implement in class.

Person Responsible

Sandra Beller

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Planning attendance logs. Teacher monitoring of benchmark scores to show gains in proficiency in reading. Utilizing District Literacy Coach support.

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

Person Responsible

Schedule

Evidence of Completion

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

Teachers will attend monthly literacy collaborative planning meetings with Media Specialist

Person Responsible

Sandra Beller

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Teachers will be able to assess needs for content area text and collaorb

G4. TIER 3 administrative target groups for students who are showing EW indicators. Groups are held weekly during RODEO time to create opportunities of success, tutoring, group sessions, character building, school success skills. 10-20% reduction in absenteeism of our target students in the red zone. 1

G036037

G4.B1 time 2

B086296

G4.B1.S1 Utilizing Rodeo time and after school program time to meet with targeted students in this tier 3 Strategy Group 4

S097005

Strategy Rationale

By creating opportunities for direct small group instruction we can build students learning and social skill capacity. We are focusing on increasing students attendance, grades, behavior, and social skills

Action Step 1 5

Rising Stars Program

Person Responsible

Bennie Shaw

Schedule

Biweekly, from 9/18/2014 to 4/9/2015

Evidence of Completion

Student attendance at the RODEO and after school sessions and data monitoring of students progress in math and reading benchmarks

Action Step 2 5

Dream Team

Person Responsible

Cynthia Emerson

Schedule

Weekly, from 9/22/2014 to 5/15/2015

Evidence of Completion

Social Skills, organization, and behavior improvements in school and class. Early Warning indicators will be monitored for improvements in attendance, grades, benchmarks, behavior, and mobility

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

For Rising Stars- 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.
For Dream Team- Students attendance to group sessions on Monday or Friday during RODEO to work on organization, social skills, and study skills.

Person Responsible

Bennie Shaw

Schedule

Biweekly, from 9/19/2014 to 4/9/2015

Evidence of Completion

Students attend RODEO meetings/ tutoring and make significant gains in FSA, class, and social interaction.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Rising Stars- Post Benchmarks administrators will pull PM2 data on target students and monitor for proficiency gains, learning gains, and improvements. We will look at targeted areas of concern to re-teach during sessions.
Dream Team- We will monitor early warning indicators to see improvements in behavior, attendance, and Benchmarks

Person Responsible

Cynthia Emerson

Schedule

Monthly, from 9/23/2014 to 6/5/2015

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. To increase ELA (reading and writing) scores of all students by 7% for the 2014-15 school year, specifically targeting low sub-group areas. 2013-14 Reading (Percent Scoring Satisfactory): All 52% Black 26% ELL 9% Students w/ Disabilities 23% Economically Disadvantage 44% **1**

 G036038

G5.B1 Very little training on collections curriculum, Inside, and New Florida Standards/ lack of time for PD

2

 B086299

G5.B1.S1 Curriculum and instruction- familiarize and use new district adopted curriculum and the new Florida standards, utilize student engagement Kagan strategies, set up Department training and professional development opportunities, and utilize RODEO time for remediation to increase percentage of students who are proficient in writing and reading. **4**

 S128486

Strategy Rationale

By supporting the FSA standards, utilizing Kagan strategies, and using Rodeo time to plan and create collaborative lessons with a shared vision of the sessions being used to maximize time to collaborate, research, and share lessons and activities- we will see an increase in the percentage of students who are proficient in writing and reading.

Action Step 1 **5**

Curriculum and instruction (Familiarize and use new district adopted curriculum and the new FL standards) and incorporation of KAGAN strategies for student engagement

Person Responsible

Tauna Phillips

Schedule

Daily, from 10/3/2014 to 6/5/2015

Evidence of Completion

Classroom observations and lesson plans

Action Step 2 5

RODEO

- (a) Focused RODEO sessions to maximize time to collaborate, research, and share lesson and activities
- (b) increase the number of passes for remediation during RODEO

Person Responsible

Tauna Phillips

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Attendance at RODEO meeting, teacher data collection of RODEO participation.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Review reading benchmark assessment data and WRITE SCORE data (Data Monitoring)

Person Responsible

Tauna Phillips

Schedule

Monthly, from 10/10/2014 to 6/5/2015

Evidence of Completion

Data monitoring form with protocol

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Utilize textbook materials and writing assessments (Informative/ explanatory/ opinion/ argumentative)

Person Responsible

Tauna Phillips

Schedule

Weekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Student work samples and scores using writing rubrics to develop department wide fidelity.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Use of Kagan strategies for student engagement

Person Responsible

Tauna Phillips

Schedule

Daily, from 9/12/2014 to 6/5/2015

Evidence of Completion

Classroom observations/ sharing and collaboration sessions

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Use of Collections/ inside technology tools

Person Responsible

Tauna Phillips

Schedule

Daily, from 10/3/2014 to 6/5/2015

Evidence of Completion

Classroom observations- sharing and collaboration sessions

G6. The ESE Department will work with students with disabilities to raise their AMO Reading Data and Math Data to show a gain in the percentage of ESE students who are proficient in Reading and Math. We will at least hit the safe harbor target in the area of SWD in reading. 1

G036039

G6.B6 Lack of teacher training in instructional differentiation techniques and strategies. 2

B086308

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. Utilizing KAGAN group strategies to increase student engagement. 4

S097008

Strategy Rationale

Accommodations and student engagement strategies will create the best learning environment for student achievement

Action Step 1 5

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

Person Responsible

Andi Blanton

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

All ESE teachers participate and complete trainings.

Plan to Monitor Fidelity of Implementation of G6.B6.S1 6

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

Person Responsible

Andi Blanton

Schedule

Weekly, from 9/23/2014 to 6/5/2015

Evidence of Completion

observation and lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B6.S1 7

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

Person Responsible

Andi Blanton

Schedule

Quarterly, from 9/23/2014 to 6/5/2015

Evidence of Completion

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

G7. Social Studies Department will target reading and writing skills of our students. Social Studies will deliberately focus on the subgroups of ED students who are currently at 44% proficient, White students who are currently at 65% proficient, and Hispanic students who are at 41% proficient. We will at least hit the safe harbor target in reading. 1

 G036040

G7.B6 Needing training and teaching strategies 2

 B117268

G7.B6.S1 Use of RODEO time, planning periods, monthly literacy coach meetings, and monthly literacy collaboration meeting with Media Specialist. 4

 S128978

Strategy Rationale

We can implement reading strategies into Social studies and build reading competency with the Social Studies Teachers by offering and participating in in-service, professional development, and collaborative meetings.

Action Step 1 5

Training in reading, language, writing, and engagement strategies (Kagan) from Department Chair, Literacy Coach, Media Specialist, and inter-disciplinary co-teachers.

Person Responsible

Jack Hodge

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Monitoring PM2 data for percentage of students gaining proficiency.

Plan to Monitor Fidelity of Implementation of G7.B6.S1 6

Training and development of collaborative lessons

Person Responsible

Jack Hodge

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans reflecting reading strategies, complex text, Kagan engagement grouping, IB grasps, and mini- assessments

Plan to Monitor Effectiveness of Implementation of G7.B6.S1 7

Monthly literacy Collaboration meetings by the media specialist and need- based meetings when teacher requested.

Person Responsible

Jack Hodge

Schedule

Evidence of Completion

PM 2 data would show improvements in informational text and classroom lesson plans would reflect use of text.

G8. The Math Department will focus on increasing the number of Hispanic students who are proficient in math. The goal will be to at least hit the safe harbor target for hispanic students. 1

G036041

G8.B3 Lack of Foundational Math Skills 2

B086316

G8.B3.S2 The use of specific skill sheets to target specific needs based on PM2 data on level 1 and level 2. Teachers will be able to select specific targeted groups for assistance. 4

S097017

Strategy Rationale

PM2 will pinpoint exact strands that need extra help. Teachers can target level 1 and level 2 students who are close to the gap.

Action Step 1 5

Incorporation of engagement strategies (Kagan), making students aware of support structures (after school tutoring) and giving students opportunities for remediation through RODEO

Person Responsible

Meredith Tatro

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Grades, Student engagement in classes, observations, progress reports, and PM2 Data.

Plan to Monitor Fidelity of Implementation of G8.B3.S2 6

Math Teachers will monitor PM2 data and assessments for student gains in proficiency throughout the semester.

Person Responsible

Meredith Tatro

Schedule

Quarterly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Proficiency increases or decrease would validate the plan and determine if changes must be made to the plan.

Plan to Monitor Effectiveness of Implementation of G8.B3.S2 7

Math teachers will create a needs assessment and address best practices and engagement strategies to ensure that teachers are implementing the plan during RODEO and making recommendations for students who are in need of after school tutoring opportunities.

Person Responsible

Meredith Tatro

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Proficiency increases, higher attendance at after- school tutoring, higher attendance during RODEO remediation sessions, increased student engagement through observations, and increased student achievement in formative and summative assessments.

G9. The Elective Department will be focusing on proficiency gains in reading by incorporating the one of the twelve power words each week into a daily activity. Analyze, Infer, Evaluate, Describe, Support, Explain, Summarize, Compare, Contrast, Predict, Formulate, and Trace We will at least hit the safe harbor target in reading. 1

G036042

G9.B3 Curriculum requirements 2

B086323

G9.B3.S1 Teachers have curriculum requirements that they must cover throughout the school year for each elective area. 4

S127458

Strategy Rationale

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

Action Step 1 5

Elective teachers will focus on a specific power word school wide each week to incorporate in their daily activities.

Person Responsible

Schedule

Daily, from 9/29/2014 to 6/9/2015

Evidence of Completion

Elective teachers will monitor daily objectives through observations, discussions, written response, and informal assessments

Plan to Monitor Fidelity of Implementation of G9.B3.S1 6

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

Person Responsible

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Proficiency increases would show if the power word strategy is helping students to be able to do the following: Analyze Infer Evaluate Describe Support Explain Summarize Compare Contrast Predict Formulate Trace

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 7

Elective teachers will create a needs assessment and best practices share out to ensure that they are implementing the power words strategies during RODEO meetings

Person Responsible

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Daily teacher observations, exit tickets, and bell work activities will show if students are gaining proficiency in the POWER WORDS.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Finding Mentors for our Chronically Absent 6th and 7th Graders	Bennett, Jody	10/15/2014	We will analyze data quarterly to look at a 10-20% reduction in absenteeism of our target students in the red zone.	6/5/2015 quarterly
G4.B1.S1.A1	Rising Stars Program	Shaw, Bennie	9/18/2014	Student attendance at the RODEO and after school sessions and data monitoring of students progress in math and reading benchmarks	4/9/2015 biweekly
G6.B6.S1.A1	Receive training on Differentiation techniques and strategies through inservice(s).	Blanton, Andi	9/5/2014	All ESE teachers participate and complete trainings.	6/5/2015 weekly
G9.B3.S1.A1	Elective teachers will focus on a specific power word school wide each week to incorporate in their daily activities.		9/29/2014	Elective teachers will monitor daily objectives through observations, discussions, written response, and informal assessments	6/9/2015 daily
G3.B6.S1.A1	Training during Rodeo time on teaching reading skills	Schultz, Patti	9/29/2014		6/5/2015 weekly
G1.B3.S1.A1	Utilize curriculum and resources (Collections and Inside)	Wright, Alissa	9/22/2014	Assessment results, classroom activities, benchmark tests, formative assessments	6/5/2015 daily
G5.B1.S1.A1	Curriculum and instruction (Familiarize and use new district adopted curriculum and the new FL standards) and incorporation of KAGAN strategies for student engagement	Phillips, Tauna	10/3/2014	Classroom observations and lesson plans	6/5/2015 daily
G7.B6.S1.A1	Training in reading, language, writing, and engagement strategies (Kagan) from Department Chair, Literacy Coach, Media Specialist, and interdisciplinary co-teachers.	Hodge, Jack	9/1/2014	Monitoring PM2 data for percentage of students gaining proficiency.	6/5/2015 weekly
G8.B3.S2.A1	Incorporation of engagement strategies (Kagan), making students aware of support structures (after school tutoring) and giving students opportunities for remediation through RODEO	Tatro, Meredith	9/29/2014	Grades, Student engagement in classes, observations, progress reports, and PM2 Data.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B6.S1.A2	Utilizing text materials and identifying appropriate reading passages	Beller, Sandra	9/29/2014	Attendance during planning period monthly to help find resources and text available.	9/29/2014 monthly
G1.B3.S1.A2	Familiarize ourselves with the new LAFS	Wright, Alissa	9/22/2014	CPALMS training, lesson planning, common boards, and citing evidence	6/5/2015 weekly
G5.B1.S1.A2	RODEO (a) Focused RODEO sessions to maximize time to collaborate, research, and share lesson and activities (b) increase the number of passes for remediation during RODEO	Phillips, Tauna	9/22/2014	Attendance at RODEO meeting, teacher data collection of RODEO participation.	6/5/2015 weekly
G4.B1.S1.A2	Dream Team	Emerson, Cynthia	9/22/2014	Social Skills, organization, and behavior improvements in school and class. Early Warning indicators will be monitored for improvements in attendance, grades, benchmarks, behavior, and mobility	5/15/2015 weekly
G1.MA1	Reading teachers will monitor progress throughout the year Benchmark test scores, 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.		Increased student scores on FOCUS lessons, Benchmark test scores, FCAT explorer online, class work, and 2014 FCAT test	one-time	
G1.MA2	Florida Standards Assessment	Wright, Alissa	4/1/2015	FSA scores, student data	5/1/2015 one-time
G1.B3.S1.MA1	PM2 Data monitoring	Wright, Alissa	9/22/2014	Benchmark analysis forms, FAIR results, IPDP progress	6/5/2015 monthly
G1.B3.S1.MA4	Classroom Observations	Wright, Alissa	9/22/2014	Re-teaching, remediation and usage of RODEO, formative assessments, and summative assessments	6/5/2015 one-time
G1.B3.S1.MA1	Observe lesson plans for new techniques, strategies, and curriculum	Wright, Alissa	9/22/2014	Lesson plans will reflect new standards, curriculum, and engagement strategies	6/5/2015 weekly
G1.B3.S1.MA3	Department analysis of assessments and student work samples	Wright, Alissa	9/29/2014	Work samples, rubric grading, PM2, eSembler	6/5/2015 weekly
G2.MA1	Monitor progress throughout the year using Mentoring as a tool to reduce the number of days our target group is absent from school.	Bennett, Jody	10/15/2014	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.	6/5/2015 quarterly
G2.B2.S1.MA1	Individual students with Quarterly monitoring of attendance and improvements in data will have celebrations of success, including our "On a ROLL" assembly.	Bennett, Jody	10/15/2014	1. Successful implementation: Any improvement in attendance data	6/5/2015 quarterly
G2.B2.S1.MA1	Support for mentors will be provided through EPIC/ Rodeo time. Monitoring will be done through the attendance secretary and attendance officer.	Bennett, Jody	10/15/2014	Attendance data per student quarterly to monitor improvements. 100% participation by mentors in the Support program and training for mentors.	6/5/2015 quarterly
G3.MA1	PM2 Data and Reading benchmarks	Schultz, Patti	10/3/2014	Reflection and discussion of data.	6/5/2015 monthly
G3.B6.S1.MA1	[no content entered]			one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B6.S1.MA4	Teachers will attend monthly literacy collaborative planning meetings with Media Specialist	Beller, Sandra	9/29/2014	Teachers will be able to assess needs for content area text and collaorb	6/5/2015 monthly
G3.B6.S1.MA1	Training on reading strategies through RODEO and planning periods	Schultz, Patti	9/29/2014	RODEO attendance log and in-service attendance log. Teacher monitoring of benchmark scores to show gains in proficiency in reading.	6/5/2015 weekly
G3.B6.S1.MA2	Identifying text and additional complex text passages to implement in class.	Beller, Sandra	9/29/2014	Planning attendance logs. Teacher monitoring of benchmark scores to show gains in proficiency in reading. Utilizing District Literacy Coach support.	6/5/2015 monthly
G4.MA1	Monitoring student engagement in the "Rising Stars" and Dream Team program and effectiveness on making changes in student behavior both academically and socially.		9/19/2014	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	6/5/2015 quarterly
G4.B1.S1.MA1	Rising Stars- Post Benchmarks administrators will pull PM2 data on target students and monitor for proficiency gains, learning gains, and improvements. We will look at targeted areas of concern to re-teach during sessions. Dream Team- We will monitor early warning indicators to see improvements in behavior, attendance, and Benchmarks	Emerson, Cynthia	9/23/2014	Increased Student performance on Benchmarks Increased Student performance in the classroom based on teacher input Decrease in discipline of targeted students.	6/5/2015 monthly
G4.B1.S1.MA1	For Rising Stars- 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. For Dream Team- Students attendance to group sessions on Monday or Friday during RODEO to work on organization, social skills, and study skills.	Shaw, Bennie	9/19/2014	Students attend RODEO meetings/ tutoring and make significant gains in FSA, class, and social interaction.	4/9/2015 biweekly
G5.MA1	PD/Training	Phillips, Tauna	10/3/2014	Attendance logs in PD, implementation of new strategies in lesson plans, classroom observations, data monitoring, and fidelity checks.	6/5/2015 weekly
G5.B1.S1.MA1	Use of Kagan strategies for student engagement	Phillips, Tauna	9/12/2014	Classroom observations/ sharing and collaboration sessions	6/5/2015 daily
G5.B1.S1.MA4	Use of Collections/ inside technology tools	Phillips, Tauna	10/3/2014	Classroom observations- sharing and collaboration sessions	6/5/2015 daily
G5.B1.S1.MA1	Review reading benchmark assessment data and WRITE SCORE data (Data Monitoring)	Phillips, Tauna	10/10/2014	Data monitoring form with protocol	6/5/2015 monthly
G5.B1.S1.MA2	Utilize textbook materials and writing assessments (Informative/ explanatory/ opinion/ argumentative)	Phillips, Tauna	10/3/2014	Student work samples and scores using writing rubrics to develop department wide fidelity.	6/5/2015 weekly
G6.MA1	Reading Data through Benchmark scores, FSA scores, EOC scores	Blanton, Andi	9/23/2014	Increased number of ESE students demonstrating proficiency in Reading.	6/3/2016 quarterly
G6.B6.S1.MA1	Observed increase in student engagement in classes, student improvement in assessments	Blanton, Andi	9/23/2014	Improvement in scores on assessments which include Benchmarks, EOCs and FCAT	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B6.S1.MA1	Differentiation strategies and Kagan strategies will be seen in Lesson Plans and use observed in classes.	Blanton, Andi	9/23/2014	observation and lesson plans	6/5/2015 weekly
G7.MA1	Social Studies 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 during vertical planning and RODEO.	Hodge, Jack	9/1/2014	Percentage of students scoring proficient in reading will increase.	6/5/2015 daily
G7.B6.S1.MA1	Monthly literacy Collaboration meetings by the media specialist and need-based meetings when teacher requested.	Hodge, Jack	PM 2 data would show improvements in informational text and classroom lesson plans would reflect use of text.	monthly	
G7.B6.S1.MA1	Training and development of collaborative lessons	Hodge, Jack	9/1/2014	Lesson plans reflecting reading strategies, complex text, Kagan engagement grouping, IB grasps, and mini- assessments	6/5/2015 one-time
G8.MA1	Teachers using PM2 to see how the targeted group has increased through benchmarks. Teachers will evaluate needs assessments to ensure progress.	Tatro, Meredith	9/24/2014	PM2 will be used to assess expected increases. Teachers will meet collaboratively to discuss strands that students are struggling with the create lessons to address the students needs as they arise. The goal is to target the Hispanic students who have dropped in percentage proficient in Math, however, these strategies will not be limited to only those students. We expect to see an overall increase in the percentage of students proficient in Math.	6/5/2015 weekly
G8.B3.S2.MA1	Math teachers will create a needs assessment and address best practices and engagement strategies to ensure that teachers are implementing the plan during RODEO and making recommendations for students who are in need of after school tutoring opportunities.	Tatro, Meredith	9/12/2014	Proficiency increases, higher attendance at after- school tutoring, higher attendance during RODEO remediation sessions, increased student engagement through observations, and increased student achievement in formative and summative assessments.	6/5/2015 weekly
G8.B3.S2.MA1	Math Teachers will monitor PM2 data and assessments for student gains in proficiency throughout the semester.	Tatro, Meredith	10/3/2014	Proficiency increases or decrease would validate the plan and determine if changes must be made to the plan.	6/5/2015 quarterly
G9.MA1	Monitoring Benchmarks will help teachers make adjustments if students are not making proficiency gains. This will allow new strategies and professional training to take place during RODEO by the Department Chair and Literacy team representative		9/29/2014	Teachers pulling data and reflecting on proficiency gains.in reading through benchmarks.	6/5/2015 weekly
G9.B3.S1.MA1	Elective teachers will create a needs assessment and best practices share out to ensure that they are implementing the power words strategies during RODEO meetings		9/29/2014	Daily teacher observations, exit tickets, and bell work activities will show if students are gaining proficiency in the POWER WORDS.	6/5/2015 weekly
G9.B3.S1.MA1	Elective teachers will monitor the reading benchmarks for student gains in proficiency throughout he school year.		9/29/2014	Proficiency increases would show if the power word strategy is helping students to be able to do the following: Analyze Infer Evaluate Describe Support	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Explain Summarize Compare Contrast Predict Formulate Trace	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To improve the overall reading proficiency of SRMS students from 55% to 61% The Reading Department will focus on the following sub-groups. Economically disadvantaged students reading dropped from 48% to 46 % Our target will be 52% Black students dropped from 27% to 23%. Our target will be 33% White students dropped from 69% to 68%. Our target will be 74% ELL students dropped from 20% to 19%, Our target will be 25% SWD dropped from 26% to 24%. Our target will be 31%

G1.B3 lack of rigor in curriculum

G1.B3.S1 Using new rigorous curriculum, resources, and training

PD Opportunity 1

Utilize curriculum and resources (Collections and Inside)

Facilitator

District training on textbooks and technology programs

Participants

Reading teachers and content area teachers

Schedule

Daily, from 9/22/2014 to 6/5/2015

PD Opportunity 2

Familiarize ourselves with the new LAFS

Facilitator

Literacy coaches and Reading Department Chair

Participants

Reading Teachers

Schedule

Weekly, from 9/22/2014 to 6/5/2015

G3. The Science Department will increase the use of reading strategies in the content area and monitor data increasing the percentage of students who are proficient in reading. We will at least hit the safe harbor target in reading.

G3.B6 lack of materials (appropriate reading passages outside of text)

G3.B6.S1 By obtaining training, utilizing text, and gathering non-fiction text articles to support the curriculum we can maximize students exposure to text and give more opportunities for discussions and written response.

PD Opportunity 1

Training during Rodeo time on teaching reading skills

Facilitator

Patti Schultz and Ms. Sandra Beller (Media Specialist)

Participants

Science Department

Schedule

Weekly, from 9/29/2014 to 6/5/2015

G6. The ESE Department will work with students with disabilities to raise their AMO Reading Data and Math Data to show a gain in the percentage of ESE students who are proficient in Reading and Math. We will at least hit the safe harbor target in the area of SWD in reading.

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. Utilizing KAGAN group strategies to increase student engagement.

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

Schedule

Weekly, from 9/5/2014 to 6/5/2015

G7. Social Studies Department will target reading and writing skills of our students. Social Studies will deliberately focus on the subgroups of ED students who are currently at 44% proficient, White students who are currently at 65% proficient, and Hispanic students who are at 41% proficient. We will at least hit the safe harbor target in reading.

G7.B6 Needing training and teaching strategies

G7.B6.S1 Use of RODEO time, planning periods, monthly literacy coach meetings, and monthly literacy collaboration meeting with Media Specialist.

PD Opportunity 1

Training in reading, language, writing, and engagement strategies (Kagan) from Department Chair, Literacy Coach, Media Specialist, and inter-disciplinary co-teachers.

Facilitator

Literacy Coaches(monthly), Media Specialist(monthly), and Department Chair(weekly)

Participants

Social Studies Department

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G8. The Math Department will focus on increasing the number of Hispanic students who are proficient in math. The goal will be to at least hit the safe harbor target for hispanic students.

G8.B3 Lack of Foundational Math Skills

G8.B3.S2 The use of specific skill sheets to target specific needs based on PM2 data on level 1 and level 2. Teachers will be able to select specific targeted groups for assistance.

PD Opportunity 1

Incorporation of engagement strategies (Kagan), making students aware of support structures (after school tutoring) and giving students opportunities for remediation through RODEO

Facilitator

Kagan presenter, Department Chair, and Math Best Practices teachers

Participants

Math Department

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
<p>Goal 1: To improve the overall reading proficiency of SRMS students from 55% to 61% The Reading Department will focus on the following sub-groups. Economically disadvantaged students reading dropped from 48% to 46 % Our target will be 52% Black students dropped from 27% to 23%. Our target will be 33% White students dropped from 69% to 68%. Our target will be 74% ELL students dropped from 20% to 19%, Our target will be 25% SWD dropped from 26% to 24%. Our target will be 31%</p>	140,000
<p>Goal 5: To increase ELA (reading and writing) scores of all students by 7% for the 2014-15 school year, specifically targeting low sub-group areas. 2013-14 Reading (Percent Scoring Satisfactory): All 52% Black 26% ELL 9% Students w/ Disabilities 23% Economically Disadvantage 44%</p>	6,000
<p>Goal 9: The Elective Department will be focusing on proficiency gains in reading by incorporating the one of the twelve power words each week into a daily activity. Analyze, Infer, Evaluate, Describe, Support, Explain, Summarize, Compare, Contrast, Predict, Formulate, and Trace We will at least hit the safe harbor target in reading.</p>	150
Grand Total	146,150

Goal 1: To improve the overall reading proficiency of SRMS students from 55% to 61% The Reading Department will focus on the following sub-groups. Economically disadvantaged students reading dropped from 48% to 46 % Our target will be 52% Black students dropped from 27% to 23%. Our target will be 33% White students dropped from 69% to 68%. Our target will be 74% ELL students dropped from 20% to 19%, Our target will be 25% SWD dropped from 26% to 24%. Our target will be 31%

Description	Source	Total
B3.S1.A1	General Fund	140,000
Total Goal 1		140,000

Goal 5: To increase ELA (reading and writing) scores of all students by 7% for the 2014-15 school year, specifically targeting low sub-group areas. 2013-14 Reading (Percent Scoring Satisfactory): All 52% Black 26% ELL 9% Students w/ Disabilities 23% Economically Disadvantage 44%

Description	Source	Total
B1.S1.A1	Other	6,000
Total Goal 5		6,000

Goal 9: The Elective Department will be focusing on proficiency gains in reading by incorporating the one of the twelve power words each week into a daily activity. Analyze, Infer, Evaluate, Describe, Support, Explain, Summarize, Compare, Contrast, Predict, Formulate, and Trace We will at least hit the safe harbor target in reading.

Description	Source	Total
B3.S1.A1	General Fund	150
Total Goal 9		150