Storm Grove Middle School

2018-19 Schoolwide Improvement Plan

Storm Grove Middle School

6400 57TH ST, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	B	A*

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the 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 that has a school grade of D or F.

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Storm Grove Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Storm Grove Middle School, we instill a passion for learning and inspire our students to believe in themselves. The mission of Storm Grove Middle is to prepare all students to be successful and productive citizens as we strive for excellence through exemplary teaching which is conducive for learners to increase their academic achievement in all core subject areas of English/Language Arts, Mathematics, Science, and Social Studies as evidenced in measurable educational gains. We seek to do this in a safe, nurturing environment by developing positive relationships within the school, family, and community.

b. Provide the school's vision statement.

As facilitators of knowledge, we will be innovators in the ways we motivate students and enhance their character to prepare them for their future. Storm Grove Middle sets high expectations for social, emotional and academic learning, providing students with a rigorous curriculum supported by evidence-based, effective teaching practices to raise student achievement for all and guide students toward college and career readiness. Respect and positive interaction are the basis for a collaborative culture and a successful learning environment. We have established core values of being respectful, responsible, role models. These values are the foundation for a positive school climate and reflected in relationships at SGMS. At Storm Grove we challenge ourselves by: trusting the process, believing in the vision, and having the courage to change.

2. School Environment

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

Each teacher is required to access the Early Warning System information on PM2 for each of their six assigned class periods. This process allows teachers to know their students as individuals, tracking data such as ethnicity, state assessment scores, attendance rates, course failures, discipline history, language barriers, economic status, etc. Using this point of view, teachers better analyze individual student needs to identify supports that will be needed at a very early phase of the school year. Elements within the teacher evaluation system (Marzano) also stress the importance of building rapport with students. Elements that are scorable within the evaluation system include Domain 1-Element 31: Providing Students Opportunities to Talk about themselves; Design Question 8: Establishing and Maintaining Effective Relationships with Students; Elements 36, 37, and 38: Understanding Students' Interests and Background, Using verbal and Nonverbal Behaviors That Indicate Affection for Students, and Displaying Objectivity and Control, respectively. Building this into the evaluation process also helps teachers achieve this goal. As diagnostic tests through iReady are administered, teachers are required to track their data during each round to identify strengths and weaknesses.

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

School faculty and staff work consistently to make students feel safe and respected at all times. We utilize a student statement system (statements are found in the front office, guidance offices and discipline offices) that students are trained on at the beginning of the school year to report incidents to administrative staff that are deemed inappropriate, whether verbal and/or physical. Each statement is

reviewed by an administrator and is investigated/documented with an outcome. Our district-wide anti-bullying program has also been established in the event a student feels that they have been a victim of bullying and would prefer to report anonymously from home. Code Red, Yellow, Blue (weather emergency), fire and tornado drills are conducted during the school year to ensure that everyone is aware of the procedures to take should the need arise. There is one point of entry to campus beginning at 7:55 a.m. that requires visitors to check in at the front office and provide photo identification (driver's license) that is scanned through the Raptor System to check against the child predator database. All visitors are required to wear a bright yellow badge beyond the check-in process while on campus. The badge is printed with the visitor's name, picture, the date and pass-expiration time. Faculty and staff are responsible for approaching those who are not members of our staff to verify this process has occurred. SGMS has more than 100 cameras throughout the campus. Each camera records 24 hours a day, 7 days a week. Perimeter fencing surrounds the entire campus, with additional fencing securing the interior courtyard areas where buildings are accessed. Gates remain secured throughout the entire school day. Our full-time School Resource Officer (Sheriff's Deputy) is on campus during school hours as well as sporting/student events and maintains a highly-visible presence. Our district's SRO Sargeant is also housed on our campus during school hours as well. The administrative team is comprised of a school principal and two assistant principals. At least one attends every event on campus. If there is a need for additional law enforcement officers on campus the School Resource Officer can radio for backup via radio transmission to the Indian River County Sheriff's Department. All teachers have swipe keys to their classroom doors. Doors are programmed to remain locked at all times and are required to be closed during the school day. Morning and afternoon duties are assigned to all administrators, SRO and a minimum of seven other faculty/staff members to provide supervision for students as they are waiting for class to begin and/or departure by bus or parent pickup. Administration, SRO, front office, PE and ESE staff all have wireless communication devices (walkie talkies). Our student support personnel and health assistant also carry a radio and respond as needed.

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

All students are expected to follow the rules and procedures set forth in the SDIRC Positive Climate and Discipline Code of Student Conduct and the Storm Grove Middle School Handbook. These documents provide explanations of school rules and policies regarding conduct and discipline. The goal of SGMS is to provide a safe and orderly environment for both students and staff where teachers can provide high quality instruction and students can learn to their full potential. In order to accomplish these goals, it is necessary that the school environment be free of disruptions that interfere with teaching and learning activities. Every teacher in the school covers the documents during the first week of school during the 1st period. Parents and students must sign a form acknowledging they have read the document. All teachers are trained on classroom interventions and behaviors as it relates to students' academic achievement. There are several teachers who hold certifications in exceptional student education strategies to help identify and support students with learning or behavior disabilities. Our staff-developed discipline flowchart includes the following: the first three minor behaviors exhibited should be redirected using one of the 10 effective strategies identified. One of the three strategies must include a parent contact. Beyond three documented minor infractions, an online discipline referral is submitted. SGMS has a progressive discipline plan occurring in this order: lunch detention, after-schoool detention, Friday School, and Out of School Suspension. Consequences are assigned based on the level of infraction. Our school also employs a Positive Behavior Support (PBS) program to encourage students to display the characteristics of Responsible, Respectful Role Models (known as the Storm Grove 3 Rs). Students receive Stingray Credits for exhibiting these characteristics and credits can be redeemed for incentive rewards.

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

The school works diligently to ensure that the needs of all students are being met. We provide services of counseling opportunities with guidance counselors, student support and/or the school psychologist as well as support facilitation to support students with disabilities in our general education setting through inclusion. Support facilitators are scheduled in the academic areas of Language Arts and Math on a five-day basis according to IEP needs/goals. Our 6th grade intensive reading classes are also being co-taught with a support facilitation teacher working with the gen ed teacher all day, due to our high level of Level 1 readers with IEPs. We have two full-time guidance counselors, one full-time behavior intervention specialist, one full-time Student Resource Specialist (to work with students with IEPs and 504s), one part-time school clinical psychologist, one part-time speech and language pathologist, one part-time district program specialist for our SWDs, and one part-time school social worker (truancy). Our MTSS team meets weekly to discuss, evaluate, and provide instructional and behavioral support to any student who needs it. Resources are also available to parents if they need information about a particular learning disability, emotional support groups, crisis support and interventions and strategies to use at home with their child. Our school also has a full-time LifeSkills program teacher who works with all of our students on social behaviors. Our behavior intervention specialist and our guidance counselors also run peer social skills small group sessions weekly and during lunch with students identified as needing extra support and guidance in the area of appropriate social interaction.

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

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

Students are monitored throughout the school year for academic, behavior, and social development. We utilize Performance Matters (PM2) to monitor students in the following areas: 1) Level 1 FSA Read or Math,
2) Attendance <90%, 3) One or more suspensions, 4) Course Failure in ELA or Math last year

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	50	66	70	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	5	38	27	0	0	0	0	70
Course failure in ELA or Math	0	0	0	0	0	0	14	51	99	0	0	0	0	164
Level 1 on statewide assessment	0	0	0	0	0	0	49	61	60	0	0	0	0	170

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	16	51	71	0	0	0	0	138

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

Students who are identified by the system as exhibiting two or more warning indicators for attendance, suspensions, course failure in ELA or Math and Level 1 on statewide assessment are automatically referred MTSS (Multi-Tier System of Support). Members of the MTSS team are: Clinical Psychologist, Speech and Language Pathologist, School Administrator, Classroom Teacher of the students being reviewed, and parent(s) of the child being discussed. Parents are contacted about the academic and/or behavior indicators identified by the Early Warning System. The student is contacted by an administrator or guidance counselor to inquire about the behavior or concerns at hand. When warranted Tier 2 and 3 interventions and a functional behavior analysis plan is put into place and/or the student might be placed on a behavior or attendance contract based on a check-in/check-out system.

B. Family and Community Engagement

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Efforts are made throughout the year to involve parents in their students' academic progress. Storm Grove recognizes that partnerships with parents/guardians play an key role in our students' education. We encourage the participation of parents/guardians. At Student Orientation, parents are encouraged to create a FOCUS Student Information System account with computer labs being allocated to do so. Families are kept abreast of their child's progress through FOCUS where they can set text and e-mail alerts according to their own criteria desired for both academic and behavioral concerns. Teachers place phone calls to every parent (according to their first period roster) to personally invite them to attend Open House, School Messenger calls are sent at minimum twice per month to keep parents informed of school events, bi-monthly newsletters are sent home with students which include tips for parents on how to get involved and also support the school from home. Additionally, grade-level parent nights are planned throughout the year. We also have a Storm Grove Twitter account that families can follow to keep up-to-date on happenings and events at SGMS. We also host parent technology nights in which teacher volunteers are available in our computer labs to give parents tutorials on how to use the software and websites their students utilize regularly to complete school work.

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

Business partnership letters-of-interest are mailed out as new businesses are developed in our general vicinity and/or we learn of our families owning and/or having interest in local establishments that can support our school's goals and mission. As time permits, visits are made to the location(s) identified to discuss possibilities with those in management. Our school Parent Teacher Student Association (PTSA)

and School Advisory Council (SAC) do their best to welcome business members to their organizations as well. Parents serve as boosters for various performing arts, athletic, and club events on campus. Parents receive communication relative to school events via the school's online calendar found on the school website, SchoolMessenger phone calls, flyer distribution and electronic marquee. Members of the PTSA and SAC meet monthly with the school principal to obtain information, ask questions and share concerns.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Foster, Keandra	Assistant Principal
Corby, Kim	Teacher, K-12
Martinelli, Joan	Teacher, K-12
Nathaniel, Shana	Teacher, K-12
Harris, Caitlin	Teacher, K-12
Payne, Nina	Other
Bieber, Anne	Principal
Poole, Hilary	Assistant Principal
Green, Whitney	Teacher, K-12

b. Duties

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

The school based Multi-Tiered System of Support (MTSS) Team will consist of the general education teacher(s), exceptional education teacher(s), site based administrator(s), school psychologist, student support specialist(s), other student service personnel, occupational therapist and/or speech/language pathologist (when available and needed).

Anne Bieber, Principal: Provides the instructional leadership that ensures the commitment to data-driven decision making and continual strategic planning. The principal also ensures the implementation of the MTSS/RTI process and provides the necessary development for its success.

Keondra Eberhardt and Hilary Poole Assistant Principals: Facilitate the effective implementation of the goals and objectives delineated by the principal and leadership team. Both ensure that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Nina Payne, Behavior Intervention Specialist: Provides guidance and support for the ESE teachers, General Ed. teachers, students, and families to support their academic, behavioral and social development.

Bethany Blume and Sara Ange, Guidance Counselors: Provide expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed for students and families while providing a link to community organizations for continuous

support. Provide support for students who need grief or other types of counseling. Collaborate with administration and staff to provide a well balanced schedule for the students with a variety of different needs.

Rebecca Almore, School Psychologist: Participates in direct observation, collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities. Coordinates social skills programs to assist in student decision making and personal social skills development. Collaborates with families to provide referrals to outside mental health agencies when needed.

Exceptional Student Education Resource Specialist: Facilitates the monitoring and maintaining of all documentation and activities related to Exceptional Student Education. Provides information about core instruction and participate in student data collections. Also delivers Tier 1 instruction/intervention and collaborates with teachers to implement Tier 2 interventions. Ensures that Tier 1 materials and instruction are integrated with Tier 2 and Tier 3 activities.

Donna Sherrard, Speech and Language Pathologist: Participates in direct observation, collection, interpretation and analysis of data. Provides support for the classroom teacher in implementation of speech and language services.

Kim Corby, Caitlin Harris, Joan Martinelli,Whitney Green, Shana Nathaniel, Department Heads: Facilitate implementation of effective instruction within their departments as directed by principal (or other administrator). Helps monitor efficacy and fidelity of school-wide instructional best practices.

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

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. Core team members will serve as members of smaller Problem Solving Teams (PST) and schedule PST meetings which are held every Tuesday during teacher planning time. Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention. The Core team meets at least 4 times a month to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. Multi-Tiered System of Support /Response to intervention (MTSS/RtI) is referenced in the No Child Left Behind (NCLB) Act as well as in the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. RtI represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. It can also be used to assist schools in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program.

The MTSS/RtI team meets weekly to discuss student needs and develop interventions (behavioral and academic) to ultimately raise student achievement. These interventions make a positive impact and help Storm Grove achieve its goals set in the SIP. The MTSS/RtI team will meet to review

screening data and to review instructional decisions that impact student learning, to review progress monitoring data at the grade level and the classroom level, and to identify students who are not meeting/exceeding benchmarks and are at moderate or high risk for not meeting standards. The team will identify professional development and resources needed for implementation. The team will also collaborate regularly, problem solve, share effective practices and evaluation implementation, as well as make decisions, and practice new processes and skills.

Title I, N/A

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

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

Title X- Homeless
SGMS 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 parents 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Reetu Haave	Parent
Bevohn Dougall	Parent
Robert Hiller	Business/Community
Angela Herman	Education Support Employee
Dawn Dalton	Parent
Navini Coakley	Parent
Anne Bieber	Principal
Sonya Bradley	Teacher
Elba Mendez	Education Support Employee
Delayne Krenek	Parent
Marie Gruber	Parent
John Young	Parent
Ada Hermosa-Ross	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

During the first SAC meeting of each school year, the school's assessment outcomes on the state assessment are reviewed thoroughly.

b. Development of this school improvement plan

The SIP for the current year was devised through shared leadership. After reviewing data outcomes from the previous year's state assessment and factoring the more rigorous standards, it was determined by the faculty our goal would be to maintain its focus on the literacy standards. Middle school students read to learn, therefore, focusing on literacy standards should promote academic achievement in all subject areas, hence, the focus remains to embed literacy standards across the curriculum by utilizing ELA teachers as coaches and developing a writing calendar in which all teachers would be responsible for providing ample practice for students to write to demonstrate knowledge throughout the school year.

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

SAC funds allocated for the '18-'19 school year have been designated to cover the expense of the Accelerated Reader program ($6642.50) for grades 6-8 and to cover the after-school bus expense ($3408.30.) for students who need additional academic support each Tuesday. Science World Magazine ($285).

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

Transportation for Tuesdays After School = $3408.30
Accelerated Reading= $5090
6th and 7th grade celebrations (learning gains)= $750/grade level

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Nathaniel, Shana	Teacher, K-12
Bieber, Anne	Principal
Foster, Keandra	Assistant Principal
Poole, Hilary	Assistant Principal
Green, Whitney	Teacher, K-12

b. Duties

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

Storm Grove promotes literacy within the school by overseeing that all instructional materials and resources implemented by instructors, combined with other effective practices, ensure the needs of the students are being addressed. After the first i-Ready diagnostic, the literacy needs of the students are discussed and short and long-term goals are established. Our literacy focus is supported by incorporating Marathon Mondays through our Language Arts classes. Marathon Mondays are designed to develop the endurance of reading in preparation for state assessments. SGMS also holds a student book club which participates in our district's book battle competing against other middle schools. We implement reading strategies through content area and school-wide strategies (Cornell Note Taking, SLAM, text annotation), Increasing Book Circulation, use of i-Ready for remediation and enrichment, and Scholastic Book Fair. Our Media Specialist and other school instructional support will endeavor to recognize literacy through a variety of means including: Celebrate Literacy Week, Accelerated Reader point-goal celebrations, and various cultural awareness months. Literacy Instruction posters within each classroom will support this effort as well.

D. Public and Collaborative Teaching

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

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

Collaborative planning and instruction is encouraged by the use of common planning within the subject areas. Subject area teachers have common planning time that that allows for them to work together in Professional Learning Communities to support our vision and mission focus for the school year. They are provided professional development and instructional materials to help them meet their needs in the classroom. Teacher leaders meet with administration on a monthly basis to discuss concerns as well as share best practices in the classroom. To further collaborative working and planning, teachers are required to plan and create common assessments from 2:50-3:30 p.m. twice a week and then are encouraged to co-plan multiple times per week during their regularly-occurring planning period during the instructional day.

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

SGMS recruits quality candidates through utilizing Applitrack as a means of collecting data on applicants to assist with identifying strengths of candidates by querying for level of education, years of experience, certification, etc. We only hire in-field teachers. Our system of selection is as follows: either the principal or the assistant principals look at the applications and resumes of the teachers and field. A selection committee of teacher leaders and administrators conduct interviews and each committee member ranks the candidates in order from most-desirable candidate to least. The members share their rankings and thoughts to come to a consensus to recommend a candidate to Human Resources. Then the principal recommends a hire to HR after reference checks have been completed.

SGMS develops positive professional relationships that support instructional practices.We ensure proper accountability for all employees through an appropriate assessment system based on data monitoring. We partner new faculty with veteran staff (mentor/mentee) and hold regular meetings with the administrative staff. We provide meaningful and relevant professional development to maintain a knowledge base of best practices and opportunities to acquire new skills associated with Florida Standards.

SGMS retains teachers and continues to motivate by building professional relationships that promote effective practices and excellence, providing teacher opportunities for leadership and advancement, fair and consistent evaluations, allowing for open communication, promoting collegiality, using the Stellar Stingray Awards to acknowledge teacher efforts through peer nomination, and periodic functions to build camaraderie among faculty and staff.

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

Strengthening Teachers and Relationships (STAR) is a new teacher program for first year teachers, and any teacher in year first thru third year. A new teacher mentor is provided for all teachers who are newly hired to the school and/or district. Ample time is provided for teachers to learn and master their craft in a collegial and professional environment. Subject area is a strong consideration when pairing peer teachers with mentees, but it is not a requirement. Class location is another important factor, so the new teachers can ask questions as the need arises. The mentor teacher has monthly meetings with the mentee to give training and overviews of upcoming topics and school-related issues and requirements. Training is scheduled to assist in developing the Individual Professional Development Plan (IPDP) and monthly meetings update each mentee on upcoming requirements including data, certifications, assessments, discipline, learning activities, communication, organizational systems, planning lessons, instruction, technology, procedures, and professional training opportunities. Department Chairs provide assistance with lesson planning to embed the Florida Standards within the lessons, establishing classroom management procedures, and creating a technology component for the classroom.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All instructional programs are aligned to the Florida Standards and benchmarks. Learning goals, objectives and lesson plans were compiled utilizing CPALMS and materials were purchased that support the new Florida Standards and assessments. All newly acquired textbooks and materials

were reviewed by teachers prior to purchasing. Selected teachers attended a textbook adoption vendor's fair to review books and material from various publishers.

b. Instructional Strategies

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

The school administrators and teachers use data to determine several outcomes including the effectiveness of instruction and assessment of students in the classroom. Teachers use a variety of formative assessments (student observations, group interaction and projects, journal entry, think-pair-share, student data notebook, bell work, homework checks and hand signals) and learning scales with students to determine their level of understanding. Teachers are evaluated by using the Marzano Teacher Evaluation Framework. MTSS is another strategy used to provide and differentiate instruction to meet the diverse needs of students. We meet the needs of all students through core instruction based on the Florida Standards, resources being allocated by the administrative team, and ongoing professional development. The formal MTSS team meets as a small group to address individual student needs, ensure support facilitation needs are met as indicated in IEP, parent-teacher conferences are held, and 504 plan accommodations are followed. Data is used for proper class placement and course selection as well. Diagnostic benchmark results are monitored through Performance Matters and i-Ready, and mini-assessments (teacher-created common assessments by department/grade level) are monitored closely. Also, the school's leadership team identified a major deficiency in our Students With Disabilities, particularly ESE students, performing to proficiency on the 2018 FSA and also a deficiency in percentage making learning gains. To address this issue, we have implemented a full co-teach model which provides co-teaching support for students on a 2-, 3-, or 5-day basis, depending on the need documented on student IEPs. To enable this support, we have six full-time ESE teachers who provides co-teaching support in the same class all day (three to focus on ELA and three to focus on Math).

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

Strategy: Extended School Day

Minutes added to school year: 2,760

Free Academic Workshops are provided in the core academic areas of Math, ELA/Reading and Civics from 2:45-4:15 every Tuesday:
Teachers of those subject areas provide remediation and enrichment to students on an as-needed basis.

Strategy Rationale

Provide the additional supports needed through small group; differentiated instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bieber, Anne, anne.bieber@indianriverschools.org

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

Sign-in sheets are collected each week to monitor the number of students participating.
State assessment achievement level and academic progress is monitored for students participating

Strategy: After School Program

Minutes added to school year: 0

Professional Development occurring twice per month in addition to three 1/2 day in-service days in which two hours of professional development is required. Professional Development topics are selected by the district in support of our district's goal to boost academic achievement.

Strategy Rationale

Provide more opportunities for teacher reflection of instructional practices and mindsets

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bieber, Anne, anne.bieber@indianriverschools.org

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

Teachers actively participate and engage in dialog on student data mining. The data include iReady results, Unify assessments, and teacher/department created formative assessments. This data will be used to modify and drive instruction, including pulling small group instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

SGMS hosts two events specifically for incoming 6th graders: an orientation night in May of each school year (while they are still in 5th grade) and a Camp Stingray summer session. Parents of students entering sixth grade come in and meet the administrative team and teachers to discuss academic requirements for the upcoming year. Parents are provided with information they can take home to share with their child as they prepare for the transition. Our high schools also come into the schools to meet with our 8th-grade cohort to prepare them to transition to high school. They meet with students during our school day to review course selection requirements and clarify any questions on course descriptions. In addition, high schools also offer an evening event for parents to attend as well.

b. College and Career Readiness

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

Guidance counselors monitor student progress to ensure successful completion of core academic classes in order to meet the requirement to transition on to high school. Electives are chosen based on student interest. Naviance career planning is done through social studies classes twice a week. Teachers incorporate real world applications and connections to careers through instruction. We have a career research and readiness course that is provided as an elective to 6th and 7th grade students to emphasize the major skills necessary for a variety of career fields. A college and career fair will be incorporated to provide more opportunities for career exploration as well. 8th grade students take a high school credited course which earns CTE (Career Technical Edcucation) certification.

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

Storm Grove provides the opportunity for students enrolled in our computer technology classes to earn an IC3 Digital Tool certification in Computing Fundamentals. Our 8th grade students are given the opportunity to take marketing for a high school credit, and the opportunity to earn an industry certification. This program is designed to offer our students engaging activities that are meaningful and relevant to real world applications.

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

Students work with guidance counselors to select elective courses that will promote academic success in high school and beyond. Students are assigned the same guidance counselor from 6th through 8th grades so that they can make meaningful decisions based on personal goals when developing student plans. Counselors ensure students take all the classes needed to transition to high school on time, and work with students so they understand the types of classes that will prepare them for college or career choices after graduation. In addition, we offer an opportunity annually for our students to visit the local state college. Middle school students are encouraged to take Pre-Advanced Placement (Pre-AP) courses. All students are required to complete the Naviance program.

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

Rigorous courses are needed to prepare students for college and career readiness. We support this through our Pre-AP, Honors and Advanced courses. The guidance counselors meet with potential candidates to review student schedules, motivate them to accept the challenge of a more rigorous curriculum and answer any questions they may have about advanced courses. Nearly half of our student population traditionally takes at least one Pre-AP course. Springboard curriculum is used as an enrichment resource to our district-adopted materials which are aligned to the Florida Standards. It has proven to help prepare diverse students for success in Advanced Placement courses, college, and beyond. Guidance counselors also encourage students who qualify to participate in the Duke Talent Search.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

The School Leadership Team has identified our lowest quartile students in ELA and Math have made increases, 42%(+6) and 48%(+4) respectively. While our lowest quartile students did make gains we will continue to move all students to proficiency for the FSA ELA and Math tests. The team also identified our students with disabilities (SWD) will need more support to achieve proficiency. Of the 165 SWD enrolled at the start of the 2018-2019 school year 15% scored a level 3 on the FSA ELA and 26%(+5) scored a level 3 on the FSA Math. Overall, 48%(+7) of students showed learning gains in ELA and 65%(+15) in Math.

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we embed literacy strategies across the curriculum then we will achieve an increase in the percentage of students scoring proficient or better on the Florida Standards Assessment in ELA/Reading and Math. Subject specific goals listed below (7th and 8th by co-hort): FSA ELA/Reading: 6th grade to 60% (+4), 7th grade to 55% (+4), 8th grade to 55%% (+6) in 2018 FSA Math: 6th to 67% (+2), 7th to 69% (+2), 8th to 65% (+3) Science: 59% (+2%), 8th grade assessed only Civics EOC: 80% (+4%)

G2.   If we support more effective teacher collaboration and use of Best Practices for Inclusive Education in our Modified Co-Teach Model then we will increase the percent proficient and/or making learning gains of our Students With Disabilities, specifically ESE students, by 10% on the FSA in both ELA (to 25% proficient and 50% making LGs) and FSA Math (to 36% proficient and 60% making LGs). These students also account for a majority of our lowest-quartile students.

Strategic Goals Detail

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

G1. If we embed literacy strategies across the curriculum then we will achieve an increase in the percentage of students scoring proficient or better on the Florida Standards Assessment in ELA/Reading and Math. Subject specific goals listed below (7th and 8th by co-hort): FSA ELA/Reading: 6th grade to 60% (+4), 7th grade to 55% (+4), 8th grade to 55%% (+6) in 2018 FSA Math: 6th to 67% (+2), 7th to 69% (+2), 8th to 65% (+3) Science: 59% (+2%), 8th grade assessed only Civics EOC: 80% (+4%) `1a`

🔑 G100459

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	44.0
ELA/Reading Gains	55.0
FSA Mathematics Achievement	63.0
Statewide Science Assessment Achievement	59.0
Civics EOC Pass	80.0
Math Gains	67.0
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal `3`

- Training needed on literacy strategies to be incorporated across the curriculum.

- Training needed on effectively and efficiently analyzing teacher-specific student data

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

- Dedicated teachers willing to attend trainings to gain the skill set needed to implement FL standards with fidelity to increase academic achievement

- FL standards supported by curriculum resources, daily lessons offered through Reading and Language Arts exposes students to high levels of text complexity to build student's cognitive skills and usage of reading strategies in understanding complex text

- i-Ready diagnostic testing for progress monitoring through i-Ready and Unify

- Afterschool tutoring available weekly

- Annotating Text - Schoolwide focus strategy

- CPALMS complex; engaging resources and lesson plans for all subject areas which includes literacy standards

- Write to Demonstrate Knowledge/Identify Key Ideas & Concepts through exit tickets & written response through all content areas

- Subject Area Departmental Writing Assignments (Explanatory and Argumentative)

- District Reading Specialist available to meet periodically with teacher groups to review successes and challenges with implementation of literacy strategies. Reading Specialist also available as needed for individual classroom support for strategy implementation.

- District Assessment and Accountability personnel will meet with and train with each department on how to access data, flush out what the data they are seeing means, and how to make informed instructional decisions based on that analysis.

- A group of teacher-leaders provided full-staff professional development during pre-plan week on Instructional Routines and the use of Unify for common assessments as part of the Standards Institute.

Plan to Monitor Progress Toward G1. `8`

Classroom observations to observe teachers interacting with students on literacy and differentiated instruction strategies.

Person Responsible
Anne Bieber

Schedule
Weekly, from 8/13/2018 to 5/17/2019

Evidence of Completion
Results from classroom observations and diagnostic assessments

Plan to Monitor Progress Toward G1. `8`

Collection of writing samples collected monthly, quarterly and by semester

Person Responsible
Whitney Green

Schedule
Quarterly, from 8/13/2018 to 5/17/2019

Evidence of Completion
Student writing samples reviewed/compared to test item specifications

Plan to Monitor Progress Toward G1. `8`

i-Ready Data Outcomes

Person Responsible
Keandra Foster

Schedule
Quarterly, from 8/13/2018 to 5/17/2019

Evidence of Completion
progress being made towards proficiency

G2. If we support more effective teacher collaboration and use of Best Practices for Inclusive Education in our Modified Co-Teach Model then we will increase the percent proficient and/or making learning gains of our Students With Disabilities, specifically ESE students, by 10% on the FSA in both ELA (to 25% proficient and 50% making LGs) and FSA Math (to 36% proficient and 60% making LGs). These students also account for a majority of our lowest-quartile students. 1a

🔑 G100460

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	25.0
FSA Mathematics Achievement	36.0
ELA/Reading Lowest 25% Gains	44.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of Professional Development for Gen Ed and Support Facilitation teachers on effective co-teaching within the support facilitation model.

- Time to collaboratively plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESE District personnel

- Scheduled collaborative planning time

- Florida Inclusion Network (FIN) personnel

- CPALMS

Plan to Monitor Progress Toward G2. 8

Data from district i-Ready diagnostic assessments, unit assessments and FSA results

Person Responsible
Keandra Foster

Schedule
Quarterly, from 9/17/2018 to 5/17/2019

Evidence of Completion
Minutes from data chat meetings, lesson plans collaboratively created, data from the assessments

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

1 = Problem Solving Step

🔑 S123456 = Quick Key

G1. If we embed literacy strategies across the curriculum then we will achieve an increase in the percentage of students scoring proficient or better on the Florida Standards Assessment in ELA/Reading and Math. Subject specific goals listed below (7th and 8th by co-hort): FSA ELA/Reading: 6th grade to 60% (+4), 7th grade to 55% (+4), 8th grade to 55%% (+6) in 2018 FSA Math: 6th to 67% (+2), 7th to 69% (+2), 8th to 65% (+3) Science: 59% (+2%), 8th grade assessed only Civics EOC: 80% (+4%) [1]

🔍 G100459

G1.B1 Training needed on literacy strategies to be incorporated across the curriculum. [2]

🔍 B270853

G1.B1.S1 ELA teachers will serve as literacy coaches to support the embedding of literacy standards across all subject areas. Support facilitators will share expertise in providing accommodations for ESE students in ELA and Math classes. This shared learning will develop staff competency with literacy instruction, modeling, and assessing ELA standards. [4]

🔍 S286773

Strategy Rationale

All subject area teachers must utilize strategies to embed literacy standards into lessons consistently. Support facilitation will provide opportunities for general education teachers to begin to differentiate instruction to meet the needs of all students. When teachers meet collaboratively in small groups and share findings related to student data they will also be able to share successful strategies.

Action Step 1 [5]

Professional Development will be provided to teachers on how to embed literacy strategies in all subject areas to help students improve achievement levels. District Literacy Specialists will conduct training.

Person Responsible

Anne Bieber

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Documentation of ELA teachers sharing literacy strategies to assist other subject area teachers to implement literacy standards in lessons to support improved proficiency levels. Documentation of District Literacy Specialists conducting trainings. Documentation of monitoring of lesson plans, data from classroom walk-throughs, collaborative planning notes and agendas and teacher planning agendas will be main sources of evidence.

Action Step 2 `5`

Teachers will utilize CPALMS-complex; engaging resources lesson plans for all content areas that include literacy standards that can be used during regular schedule class time as well as after school remediation.

Person Responsible

Anne Bieber

Schedule

Weekly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Teacher lesson plans with noted correlation to CPALMS resources and collaborative planning notes.

Action Step 3 `5`

Implement the use of appropriate progress monitoring tools such as i-Ready assessments, Unit Assessments, Writing Sample Collections and Accelerated Reader

Person Responsible

Keandra Foster

Schedule

Monthly, from 9/1/2018 to 4/26/2019

Evidence of Completion

Documentation of students scoring closer to proficiency with each round of testing; computer lab schedules; writing samples; lessons; assessment result reports (AIMS Web, Unify)

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

School administrators will conduct classroom observations and classroom "snapshot" visits to monitor the
implementation of literacy strategies and differentiated instruction/accommodations.

Person Responsible

Anne Bieber

Schedule

Weekly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Data compiled from classroom observations and classroom "snapshot" visits, teacher input and feedback from conferences with school administrators and Literacy Coaches.

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

School-wide data will be pulled to progress monitor school-wide activities on i-Ready diagnostic assessments and student writing samples.

Person Responsible

Hilary Poole

Schedule

Quarterly, from 9/1/2018 to 5/17/2019

Evidence of Completion

Data outcomes monitored closely by dept chairs and school administrators, reports from i-Ready assessments, Unify assessments, student writing samples.

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

Classroom observations to observe teachers interacting with students on literacy and differentiated instruction strategies. Monitoring of benchmark scores and data reviews with teachers to ensure students are progressing.

Person Responsible

Anne Bieber

Schedule

Weekly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Data from classroom walk-throughs, data chat notes, data chat logs, data chat protocols, collaborative planning notes.

G1.B5 Training needed on effectively and efficiently analyzing teacher-specific student data `2`
🔍 B270857

G1.B5.S1 District personnel from Assessment and Accountability will meet with teachers by department to provide small-group training on how to access student assessment data, how to categorize and break down that data, and use it to guide instructional decisions based on student area of need, both classwide and individually. `4`
🔍 S286775

Strategy Rationale

With the addition of i-Ready as a diagnostic and instructional tool, teachers need to be adequately trained on how to access and interpret the data in order to set students on the right path as they utilize i-Ready as part of their instructional rotations.

Action Step 1 `5`

District staff from Assessment and Accountability will provide PD on accessing and interpreting data

Person Responsible

Anne Bieber

Schedule

Quarterly, from 8/13/2018 to 5/17/2019

Evidence of Completion

Attendance sheets, completed data analysis sheets, lesson plans specifically designed and noted to address deficient areas.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

All school-based administrators will participate in the training, will take part in monthly data chats with the departments and will do class "snapshot" visits to ensure instruction is targeting the areas shown deficient by student data.

Person Responsible

Anne Bieber

Schedule

Monthly, from 8/13/2018 to 5/17/2019

Evidence of Completion

Data analysis sheets and lesson plans targeting areas of deficiency.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Teachers will bring their class and student data to the monthly data chats.

Person Responsible

Anne Bieber

Schedule

Monthly, from 8/13/2018 to 5/17/2019

Evidence of Completion

Data that is appropriate is brought by the teacher. It is full and complete and able to be used to identify student learning deficiencies and create an effective instructional plan to address those areas of need.

G2. If we support more effective teacher collaboration and use of Best Practices for Inclusive Education in our Modified Co-Teach Model then we will increase the percent proficient and/or making learning gains of our Students With Disabilities, specifically ESE students, by 10% on the FSA in both ELA (to 25% proficient and 50% making LGs) and FSA Math (to 36% proficient and 60% making LGs). These students also account for a majority of our lowest-quartile students. 1

🔑 G100460

G2.B1 Lack of Professional Development for Gen Ed and Support Facilitation teachers on effective co-teaching within the support facilitation model. 2

🔑 B270858

G2.B1.S1 Professional Development provided by Florida Inclusion Network to the teachers who work daily within the Support Facilitation Model on how to effectively plan and work together to best serve the needs and accommodations of the SWDs within the general education classroom. 4

🔑 S286776

Strategy Rationale

During our assessment of last year's facilitation model, one of the goals we identified as our priority was the need for PD focused specifically on how gen ed and support facilitation teachers can effectively work together within the gen ed classroom. Both gen ed and support facilitation teachers said that often there was no clear understanding of what either of the roles completely entailed, so felt that the model was not being implemented as effectively as it should be.

Action Step 1 5

Teachers will be provided with Professional Development on the effective implementation of the Support Facilitation co-teaching model.

Person Responsible

Keandra Foster

Schedule

Quarterly, from 9/4/2018 to 5/17/2019

Evidence of Completion

Lesson plans developed by co-teachers; attendance of the PD sessions; administrative observations of the model in use.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

School Administrators will conduct classroom observations to monitor the implementation of inclusive education best practices and differentiated instruction/accommodations.

Person Responsible

Keandra Foster

Schedule

Weekly, from 9/17/2018 to 5/17/2019

Evidence of Completion

Data compiled from classroom observations. Teacher input and feedback from conferences with school administrators and district ESE staff.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Progress monitoring of i-Ready diagnostics and other assessments

Person Responsible

Keandra Foster

Schedule

Monthly, from 9/4/2018 to 5/17/2019

Evidence of Completion

Data outcomes closely monitored by co-teaching teams, ESE Resource Specialist and Administration.

G2.B3 Time to collaboratively plan 2

🔑 B270860

G2.B3.S1 Teachers schedules have been arranged so they have time a common time for collaboration. 4

🔑 S286778

Strategy Rationale

Teachers will engage in Professional Learning Community (PLC) activities to plan collaboratively based on student data from unit tests and iReady diagnostics.

Action Step 1 5

Teachers will meet to discuss student data and strategies to increase student learning gains.

Person Responsible

Anne Bieber

Schedule

Monthly, from 9/17/2018 to 4/19/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will attend meetings regularly, and monitor Unify and iReady scores.

Person Responsible

Hilary Poole

Schedule

Monthly, from 9/17/2018 to 4/19/2019

Evidence of Completion

The administration team will meet with department chair personnel regularly to monitor participation by PLC group members.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Grade level and department leaders will meet to discuss and compare the outcomes of student assessments with our expectations.

Person Responsible

Hilary Poole

Schedule

Monthly, from 9/17/2018 to 4/19/2019

Evidence of Completion

Attendance of meetings will be documented.

V. Professional Development Opportunities

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

G1. If we embed literacy strategies across the curriculum then we will achieve an increase in the percentage of students scoring proficient or better on the Florida Standards Assessment in ELA/Reading and Math. Subject specific goals listed below (7th and 8th by co-hort): FSA ELA/Reading: 6th grade to 60% (+4), 7th grade to 55% (+4), 8th grade to 55%% (+6) in 2018 FSA Math: 6th to 67% (+2), 7th to 69% (+2), 8th to 65% (+3) Science: 59% (+2%), 8th grade assessed only Civics EOC: 80% (+4%)

G1.B1 Training needed on literacy strategies to be incorporated across the curriculum.

G1.B1.S1 ELA teachers will serve as literacy coaches to support the embedding of literacy standards across all subject areas. Support facilitators will share expertise in providing accommodations for ESE students in ELA and Math classes. This shared learning will develop staff competency with literacy instruction, modeling, and assessing ELA standards.

PD Opportunity 1

Professional Development will be provided to teachers on how to embed literacy strategies in all subject areas to help students improve achievement levels. District Literacy Specialists will conduct training.

Facilitator

ELA teachers and Literacy team

Participants

Faculty

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

PD Opportunity 2

Teachers will utilize CPALMS-complex; engaging resources lesson plans for all content areas that include literacy standards that can be used during regular schedule class time as well as after school remediation.

Facilitator

CPALMS through Florida Dept of Education

Participants

Teachers

Schedule

Weekly, from 8/13/2018 to 5/29/2019

G1.B5 Training needed on effectively and efficiently analyzing teacher-specific student data

G1.B5.S1 District personnel from Assessment and Accountability will meet with teachers by department to provide small-group training on how to access student assessment data, how to categorize and break down that data, and use it to guide instructional decisions based on student area of need, both classwide and individually.

PD Opportunity 1

District staff from Assessment and Accountability will provide PD on accessing and interpreting data

Facilitator

Chris Taylor/Brian McMahon

Participants

ELA, Reading, Math and Social Studies teachers

Schedule

Quarterly, from 8/13/2018 to 5/17/2019

G2. If we support more effective teacher collaboration and use of Best Practices for Inclusive Education in our Modified Co-Teach Model then we will increase the percent proficient and/or making learning gains of our Students With Disabilities, specifically ESE students, by 10% on the FSA in both ELA (to 25% proficient and 50% making LGs) and FSA Math (to 36% proficient and 60% making LGs). These students also account for a majority of our lowest-quartile students.

G2.B1 Lack of Professional Development for Gen Ed and Support Facilitation teachers on effective co-teaching within the support facilitation model.

G2.B1.S1 Professional Development provided by Florida Inclusion Network to the teachers who work daily within the Support Facilitation Model on how to effectively plan and work together to best serve the needs and accommodations of the SWDs within the general education classroom.

PD Opportunity 1

Teachers will be provided with Professional Development on the effective implementation of the Support Facilitation co-teaching model.

Facilitator

District Personnel

Participants

17 Gen Ed teachers and 7 ESE/Support Facilitation Teachers

Schedule

Quarterly, from 9/4/2018 to 5/17/2019

VI. Technical Assistance Items

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

G1. If we embed literacy strategies across the curriculum then we will achieve an increase in the percentage of students scoring proficient or better on the Florida Standards Assessment in ELA/Reading and Math. Subject specific goals listed below (7th and 8th by co-hort): FSA ELA/Reading: 6th grade to 60% (+4), 7th grade to 55% (+4), 8th grade to 55%% (+6) in 2018 FSA Math: 6th to 67% (+2), 7th to 69% (+2), 8th to 65% (+3) Science: 59% (+2%), 8th grade assessed only Civics EOC: 80% (+4%)

G1.B1 Training needed on literacy strategies to be incorporated across the curriculum.

G1.B1.S1 ELA teachers will serve as literacy coaches to support the embedding of literacy standards across all subject areas. Support facilitators will share expertise in providing accommodations for ESE students in ELA and Math classes. This shared learning will develop staff competency with literacy instruction, modeling, and assessing ELA standards.

TA Opportunity 1

Implement the use of appropriate progress monitoring tools such as i-Ready assessments, Unit Assessments, Writing Sample Collections and Accelerated Reader

Facilitator

Chris Taylor and Brian McMahon, then SGMS Admin team on monthly basis

Participants

ELA/Reading and Math teachers

Schedule

Monthly, from 9/1/2018 to 4/26/2019

VII. Budget

1	G1.B1.S1.A1	Professional Development will be provided to teachers on how to embed literacy strategies in all subject areas to help students improve achievement levels. District Literacy Specialists will conduct training.				$0.00
2	G1.B1.S1.A2	Teachers will utilize CPALMS-complex; engaging resources lesson plans for all content areas that include literacy standards that can be used during regular schedule class time as well as after school remediation.				$2,848.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0371 - Storm Grove Middle School	School Improvement Funds		$2,848.00
			Notes: after school buses for the year for Tuesdays			
3	G1.B1.S1.A3	Implement the use of appropriate progress monitoring tools such as i-Ready assessments, Unit Assessments, Writing Sample Collections and Accelerated Reader				$5,090.00

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0371 - Storm Grove Middle School	School Improvement Funds		$5,090.00
			Notes: Accelerated Reader			
4	G1.B5.S1.A1	**District staff from Assessment and Accountability will provide PD on accessing and interpreting data**				**$0.00**
5	G2.B1.S1.A1	**Teachers will be provided with Professional Development on the effective implementation of the Support Facilitation co-teaching model.**				**$0.00**
6	G2.B3.S1.A1	**Teachers will meet to discuss student data and strategies to increase student learning gains.**				**$0.00**
					Total:	**$7,938.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.B3.S1.MA1 M424184	Grade level and department leaders will meet to discuss and compare the outcomes of student...	Poole, Hilary	9/17/2018	Attendance of meetings will be documented.	4/19/2019 monthly
G2.B3.S1.MA1 M424185	Administrators will attend meetings regularly, and monitor Unify and iReady scores.	Poole, Hilary	9/17/2018	The administration team will meet with department chair personnel regularly to monitor participation by PLC group members.	4/19/2019 monthly
G2.B3.S1.A1 A388241	Teachers will meet to discuss student data and strategies to increase student learning gains.	Bieber, Anne	9/17/2018		4/19/2019 monthly
G1.B1.S1.A3 A388238	Implement the use of appropriate progress monitoring tools such as i-Ready assessments, Unit...	Foster, Keandra	9/1/2018	Documentation of students scoring closer to proficiency with each round of testing; computer lab schedules; writing samples; lessons; assessment result reports (AIMS Web, Unify)	4/26/2019 monthly
G1.MA1 M424179	Classroom observations to observe teachers interacting with students on literacy and differentiated...	Bieber, Anne	8/13/2018	Results from classroom observations and diagnostic assessments	5/17/2019 weekly
G1.MA2 M424180	Collection of writing samples collected monthly, quarterly and by semester	Green, Whitney	8/13/2018	Student writing samples reviewed/ compared to test item specifications	5/17/2019 quarterly
G1.MA3 M424181	i-Ready Data Outcomes	Foster, Keandra	8/13/2018	progress being made towards proficiency	5/17/2019 quarterly
G2.MA1 M424188	Data from district i-Ready diagnostic assessments, unit assessments and FSA results	Foster, Keandra	9/17/2018	Minutes from data chat meetings, lesson plans collaboratively created, data from the assessments	5/17/2019 quarterly
G1.B1.S1.MA1 M424176	School-wide data will be pulled to progress monitor school-wide activities on i-Ready diagnostic...	Poole, Hilary	9/1/2018	Data outcomes monitored closely by dept chairs and school administrators, reports from i-Ready assessments, Unify assessments, student writing samples.	5/17/2019 quarterly
G1.B5.S1.MA1 M424177	Teachers will bring their class and student data to the monthly data chats.	Bieber, Anne	8/13/2018	Data that is appropriate is brought by the teacher. It is full and complete and able to be used to identify student learning deficiencies and create an effective instructional plan to address those areas of need.	5/17/2019 monthly
G1.B5.S1.MA1 M424178	All school-based administrators will participate in the training, will take part in monthly data...	Bieber, Anne	8/13/2018	Data analysis sheets and lesson plans targeting areas of deficiency.	5/17/2019 monthly
G1.B5.S1.A1 A388239	District staff from Assessment and Accountability will provide PD on accessing and interpreting data	Bieber, Anne	8/13/2018	Attendance sheets, completed data analysis sheets, lesson plans specifically designed and noted to address deficient areas.	5/17/2019 quarterly
G2.B1.S1.MA1 M424182	Progress monitoring of i-Ready diagnostics and other assessments	Foster, Keandra	9/4/2018	Data outcomes closely monitored by co-teaching teams, ESE Resource Specialist and Administration.	5/17/2019 monthly
G2.B1.S1.MA1 M424183	School Administrators will conduct classroom observations to monitor the implementation of...	Foster, Keandra	9/17/2018	Data compiled from classroom observations. Teacher input and feedback from conferences with school administrators and district ESE staff.	5/17/2019 weekly
G2.B1.S1.A1 A388240	Teachers will be provided with Professional Development on the effective implementation of the...	Foster, Keandra	9/4/2018	Lesson plans developed by co-teachers; attendance of the PD sessions; administrative observations of the model in use.	5/17/2019 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M424174	Classroom observations to observe teachers interacting with students on literacy and differentiated...	Bieber, Anne	8/13/2018	Data from classroom walk-throughs, data chat notes, data chat logs, data chat protocols, collaborative planning notes.	5/29/2019 weekly
G1.B1.S1.MA1 M424175	School administrators will conduct classroom observations and classroom "snapshot" visits to...	Bieber, Anne	8/13/2018	Data compiled from classroom observations and classroom "snapshot" visits, teacher input and feedback from conferences with school administrators and Literacy Coaches.	5/29/2019 weekly
G1.B1.S1.A1 A388236	Professional Development will be provided to teachers on how to embed literacy strategies in all...	Bieber, Anne	8/13/2018	Documention of ELA teachers sharing literacy strategies to assist other subject area teachers to implement literacy standards in lessons to support improved proficiency levels. Documentation of District Literacy Specialists conducting trainings. Documentation of monitoring of lesson plans, data from classroom walk-throughs, collaborative planning notes and agendas and teacher planning agendas will be main sources of evidence.	5/29/2019 quarterly
G1.B1.S1.A2 A388237	Teachers will utilize CPALMS-complex; engaging resources lesson plans for all content areas that...	Bieber, Anne	8/13/2018	Teacher lesson plans with noted correlation to CPALMS resources and collaborative planning notes.	5/29/2019 weekly