

School District of Indian River County

Sebastian Charter Junior High School



2018-19 Schoolwide Improvement Plan

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Sebastian Charter Junior High School

782 WAVE ST, Sebastian, FL 32958

www.scjh.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	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	32%

School Grades History

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

School Board Approval

N/A

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Sebastian Charter Junior High is to provide an educational environment where students will have learning opportunities that set high expectations for academic growth, foster individual achievement, and stress character development.

Provide the school's vision statement.

The vision and purpose of Sebastian Charter Junior High (SCJH) is to educate and inspire students in a challenging and wholesome environment. The staff and board of directors of SCJH believe that:

- all students can be successful;
- education is a partnership between school, home, and community;
- integration of reading, math and technology skills into all subject areas is fundamental in achieving student success and preparing students for the twenty-first century;
- dedicated teachers challenge students and provide opportunities for students to pursue individual interest;
- and a small school provides a sense of community and a safe and secure environment.

SCJH will provide learning opportunities to improve learning for all students, be accountable to its students, parents, and the School District of Indian River County (SDIRC), and provide opportunities for students with:

- a small school environment with a low teacher to pupil ratio of 1:22 school-wide;
- community service projects;
- an emphasis on reading and math skills;
- parent and community involvement;
- an education that is meaningful to each student;
- dedicated teachers who care and work hard and are active participants in the decisions that affect their classrooms and students.

School Leadership Team

Membership

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

Name	Title
Dodds, Bill	Principal
Devarney, Chet	Assistant Principal

Duties

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

Both administrators spend a great deal of time in classrooms observing and working individually with students who may be facing academic challenges to develop plans for improvement.

Both administrators work closely with staff to make data-driven decisions to ensure the needs of all students are being met.

Th formal observation process is completed by the principal for each staff member.

Early Warning Systems

Year 2017-18

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

Indian River - 5005 - Sebastian Charter Junior High School - 2018-19 SIP
 Sebastian Charter Junior High School

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	14	8	7	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	2	11	4	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	10	16	7	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	8	7	4	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 9/13/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	4	10	7	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	10	5	4	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	20	25	23	0	0	0	0	68
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	8	6	5	0	0	0	0	19

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	4	10	7	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	10	5	4	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	20	25	23	0	0	0	0	68
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	8	6	5	0	0	0	19

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

English Language Arts gains among lowest 25% is at 32% for 2018 data, which is down from 39% the previous year. This area was also lowest for the 2017 data. This is a trend.

Which data component showed the greatest decline from prior year?

The greatest decline from the prior year is the aforementioned English Language Arts gains among the lowest 25%.

Which data component had the biggest gap when compared to the state average?

The English Language Arts gains among lowest 25% showed the biggest gap in a negative way for SCJH.

Which data component showed the most improvement? Is this a trend?

Middle School Acceleration showed the most improvement. This is not a trend, but will continue moving forward.

Describe the actions or changes that led to the improvement in this area.

The reason for the change is increased access to upper level (advanced) math courses for more students.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	68%	51%	53%	53%	49%	52%
ELA Learning Gains	56%	51%	54%	54%	48%	53%
ELA Lowest 25th Percentile	32%	39%	47%	44%	39%	45%
Math Achievement	72%	59%	58%	54%	51%	55%
Math Learning Gains	64%	62%	57%	46%	54%	55%
Math Lowest 25th Percentile	52%	49%	51%	44%	39%	47%
Science Achievement	79%	57%	52%	50%	48%	50%
Social Studies Achievement	90%	68%	72%	75%	68%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	14 (4)	8 (10)	7 (7)	29 (21)
One or more suspensions	2 (0)	11 (0)	4 (0)	17 (0)
Course failure in ELA or Math	0 (10)	0 (5)	2 (4)	2 (19)
Level 1 on statewide assessment	10 (20)	16 (25)	7 (23)	33 (68)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	67%	48%	19%	52%	15%
	2017	70%	47%	23%	52%	18%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	69%	44%	25%	51%	18%
	2017	59%	49%	10%	52%	7%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
08	2018	70%	55%	15%	58%	12%
	2017	63%	53%	10%	55%	8%
Same Grade Comparison		7%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	67%	51%	16%	52%	15%
	2017	73%	44%	29%	51%	22%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	69%	52%	17%	54%	15%
	2017	71%	54%	17%	53%	18%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				
08	2018	54%	51%	3%	45%	9%
	2017	64%	45%	19%	46%	18%
Same Grade Comparison		-10%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	79%	53%	26%	50%	29%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	65%	23%	71%	17%
2017	87%	70%	17%	69%	18%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	61%	32%	62%	31%
2017	100%	44%	56%	60%	40%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	50%	-50%	53%	-53%

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	33	21	34	46	43		78			
HSP	57	44	24	59	52	37	82	76	71		
WHT	71	58	34	77	69	53	80	93	69		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	62	56	32	69	65	59	74	88	71		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	44	33	41	59	53					
BLK	50	30		60	80						
HSP	58	58	30	65	63	41	52	80	53		
WHT	67	66	50	77	73	58	76	91	50		
FRL	57	57	36	63	66	49	54	88	38		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Improve English Language Arts Gains for lowest 25%

Rationale With only 32% of students in the lowest 25% last school year, and only 39% the previous year, it is evident that the needs of these students need to be addressed differently.

Intended Outcome All students in the lowest 25% will make gains in English Language Arts.

Point Person Bill Dodds (bdodds@scjh.org)

Action Step

Description Students in reading classes will have a teacher and an aide to provide more individual reading instruction. Students will receive small group instruction targeting areas of weakness. Language Arts teachers will work with students to develop individual goals aligned to current levels based on their FSA data and their STAR data. Language Arts teachers and reading teacher will collaborate to align lessons and goals for all students.

Person Responsible Bill Dodds (bdodds@scjh.org)

Plan to Monitor Effectiveness

Description STAR assessment given quarterly to monitor progress. Goals will be changed after each assessment to continue student growth. Student growth data will allow opportunity to monitor progress and adjust to meet the individual needs of students.

Person Responsible Bill Dodds (bdodds@scjh.org)

Activity #2

Title Improve learning gains in mathematics of the lowest 25%

Rationale Just over 50% of our students in the lowest 25% have made gains each of the past two years.

Intended Outcome All students in the lowest 25% will make gains in mathematics.

Point Person Chet Devarney (cdevarney@scjh.org)

Action Step

Description Students will set goals using data from their FSA and STAR tests to develop plans for growth. Students will utilize Study Island as a resource to review areas of weakness. Students will be provided extra math assistance through an additional resource class if they are identified as working below grade level in math. Students will also be provided math tutoring after school three days per work.

Person Responsible Chet Devarney (cdevarney@scjh.org)

Plan to Monitor Effectiveness

Description STAR and Study Island data will provide information for teachers to monitor progress and address areas of weakness. Students will use data to change quarterly goals.

Person Responsible Chet Devarney (cdevarney@scjh.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

All parents are required to attend four PTSO meetings throughout the school year and volunteer for the school a total of ten hours. Students are required to volunteer for 5 hours. SCJH also maintains a school website and utilizes Parentsquare, eBlasts (weekly email newsletter to parents), . All students also have an Eagle Folder which they carry to and from home, and is strictly used for important communication with the parents. Another essential school-wide tool for communication is the student planner system which has to be signed and checked by the parents nightly.

PFEP Link

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

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

All of the faculty and staff are very aware of student issues even though there is not a full-time guidance counselor on staff. Students have a positive relationship with teachers and administrators, providing

resources for them if they need someone to talk to about problems they may be having. Teachers also meet briefly at least once a week to discuss any students that show signs of social-emotional distress. That time gives everyone the opportunity to understand that child and be aware if any students are the cause. A part-time school psychologist now comes to the school weekly to meet with students. In addition, a school resource officer is on campus at all times.

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

SCJH has parent meetings and Open Houses to introduce our school to interested students and parents. During the individual and small group interviews, the history, curriculum, uniforms and daily procedures are discussed with all incoming students and parents. All students do a comprehensive review of policies and procedures in the first days of their character development class.

Eighth grade students are given opportunities to meet with guidance staff from both Sebastian River High School and Indian River Charter High School to learn about available programs. SCJH assists students in selecting and enrolling in appropriate classes for high school. Teachers and administrators write letters of recommendations for students wishing to attend Indian River Charter High School.

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 works very closely to identify and align all available resources in order to meet the needs of all students with the goal of maximizing desired student outcomes. The Principal and Assistant Principal work as a team to provide the required resources in areas of personnel, instruction, and student needs. The Assistant Principal works very closely with the teachers to maintain high standards in the classroom, as well as monitoring the needs of the students. The Principal develops the operating budget, which is a working budget and is reviewed at least monthly, in order to coordinate the needed funds for student services and programs. Ultimately it is the Principal's responsibility to determine how to apply resources in order to create the highest impact for SCJH students. It must be noted that this is done with input from the teachers and administrative staff. Every year the teachers and administration analyze the student data and work to develop a plan that will improve the academic outcomes for the upcoming school year.

Teachers at SCJH email and meet quite frequently to analyze their teaching practices, and collectively make decisions to maximize student outcomes. After school tutoring/enrichment is offered every day in Reading, Language Arts, Math, and Science as well as weekly in school and/or after school Study Hall sessions to provide additional academic support and organizational skills.

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

Students at SCJH take character development class each year they attend. Within the character development class, a segment is dedicated to student college and career planning. The administration monitors student achievement and promotes academic advancement when necessary. Students have the opportunity to take high school courses in both 7th and 8th grade. Students visit college campuses on field trips to explore future opportunities.

Part V: Budget

Indian River - 5005 - Sebastian Charter Junior High School - 2018-19 SIP
Sebastian Charter Junior High School

Total:	\$6,332.50
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