

School District of Indian River County

Storm Grove Middle School



2015-16 School Improvement Plan

Storm Grove Middle School

6400 57TH ST, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	39%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

*Preliminary 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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.

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.

School Environment

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

Each teacher is required to complete a Ruby Payne/Early Warning System sheet 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 (benchmarks) are administered, teachers are required to track their data during each round to identify strengths and weaknesses. During our daily WOO period (Windows of Opportunity) students report back to their core academic subject area teachers so they can receive differentiated instruction to address the standards that are below mastery. The combination of these foundational requirements allows teachers to foster relationships with students while setting high expectations.

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, discipline offices and teacher classrooms) 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/documentated 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, 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 Lieutenant is 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 and a high rate of events off campus as well. 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.

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 WOO 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-school detention, Saturday 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 gRRReenway). Students received Stingray Credits for exhibiting these characteristics and credits can be redeemed for incentive rewards.

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. Support facilitators are scheduled in the academic areas of Language Arts and Math on a five-day basis according to IEP needs/goals. We have two full-time guidance counselors, one full-time student support specialist, one part-time school clinical psychologist, two part-time speech and language pathologists (one services our ASD population only), and one part-time school social worker (truancy). Our MTSS team meets weekly to discuss, evaluate, and provide instruction 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 peer mentoring program with our Autism Spectrum Disorder (ASD) population in which non-ASD students work with, and act as mentors to, our ASD students. This allows for our ASD students to interact with the student body outside the ASD classroom setting as well as giving non-ASD students the opportunity to experience working with peers of differing exceptionalities.

Early Warning Systems

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

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

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 FCAT Read or Math, 2) Attendance <90%, 3) One or more suspensions, 4) Course Failure in ELA or Math last year

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	27	43	62	132
One or more suspensions	7	28	32	67
Course failure in ELA or Math	0	43	62	105
Level 1 on statewide assessment	52	57	62	171

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	11	44	61	116

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 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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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 Fifth Period WOO roster) to personally invite them to attend Open House, ConnectEd calls are sent 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 App available for download on both Apple and Android operating system mobile devices that families can access to keep up-to-date on happenings and events at SGMS.

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 Action Committee (PAC) 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, ConnectEd phone calls, flyer distribution and electronic marquee. Members of the PAC and SAC meet monthly with the school principal to obtain information, ask questions and share concerns.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Idlette, Jennifer	Assistant Principal
Jones, Tosha	Principal
VanBrimmer, Kevin	Assistant Principal
Corby, Kim	Teacher, K-12
Martinelli, Joan	Teacher, K-12
Moree, Rachel	Teacher, K-12
Nathaniel, Shana	Teacher, K-12
Harris, Caitlin	Teacher, K-12

Duties

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).

Jennifer Idlette, 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.

Tosha Jones and Kevin Van Brimmer, Assistant Principals: Facilitate the effective implementation of the goals and objectives delineated by the principal. 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, Student Support Specialist: Provides guidance and support for the ESE teachers, General Ed. teachers, students, and families to support their academic, behavioral and social development.

Connie Peterson and Julie Spiesel, 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.

John Piscano, 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.

Debbie Santos, 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.

Kimberly Benavides, 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, Rachel Moree, 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.

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/Rtl) is referenced in the No Child Left Behind (NCLB) Act as well as in the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. Rtl 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/Rtl 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/Rtl 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Danielle Davis	Parent
Karen Deppe	Parent
Tosha Jones	Principal
Bevohn Dougall	Parent
Dee Fritz	Parent
Mary Burkins	Education Support Employee
Migdalia McDald	Parent
Nadine Council	Teacher
Pam Corrie	Parent
Roxanne Zoffer	Parent
Larissa Thomas-Pelt	Parent
Connie Peterson	Parent
Patricia Cisneros	Parent
Mark Dragone	Parent
Eddie Flores Ramos	Parent

Duties

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

Evaluation of last year's school improvement plan

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

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.

Preparation of the school's annual budget and plan

SAC funds allocated for the '15-'16 school year have been designated to cover the expense of a single schoolwide diagnostic writing practice through Writescore for grades 6-8 and to cover the after-school bus expense for students who need additional academic support each Thursday.

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

N/A-SAC funds not allocated

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Nathaniel, Shana	Teacher, K-12
Moree, Rachel	Teacher, K-12
Idlette, Jennifer	Assistant Principal
Jones, Tosha	Principal
VanBrimmer, Kevin	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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 FAIR assessment, 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. Accelerated Reader is incorporated into our curriculum by assigning individual point goals based on a student's assessment and lexile levels, encouraging students to read Sunshine State Readers. SGMS also

holds a summer principals reading challenge celebration and 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), Increasing Book Circulation, use of Study Island 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.

Public and Collaborative Teaching

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

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

Collaborative planning and instruction is encouraged by the use of common planning within the subject areas. Subject area teachers have common planning time 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.

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.

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

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All instructional programs are aligned to the Florida Standards and benchmarks. Learning goals, objectives and lesson plans were compiled within 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.

Instructional Strategies

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

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. All teachers are provided with a book, "Teach Like A Champion" to help them gain a deeper understanding on how to use 49 high-yield, research-based best practice strategies in the classroom. 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. MTSS 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 FAIR, and mini-assessments (teacher-created common assessments by department/grade level) are monitored closely, as well as writing practice opportunities provided through Writescore.

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 all core academic areas from 2:45-4:15 every Thursday:
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

Idlette, Jennifer, jennifer.idlette@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 is facilitated by IRTIPS captains to enhance quality instruction to support academic gains. 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

Idlette, Jennifer, jennifer.idlette@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 each topic of Professional Development provided. Teachers are encouraged to earn additional in-service points by providing evidence of the knowledge obtained in their lessons.

Student Transition and Readiness

PreK-12 Transition

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

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

SGMS hosts an incoming 6th grade orientation in May of each school year 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.

College and Career Readiness

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

Guidance counselors 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. ePap career planning is done through 8th grade U.S. History classes. Teachers incorporate real world applications and connections to careers through instruction. Every student creates a college pennant that is posted within the school campus. A college and career fair will be incorporated to provide more opportunities for career exploration as well. We also offer a career research and readiness course as an elective for students.

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

The foundational course for the Microsoft Office certification is offered to eighth graders who have scored proficient on the state assessment. This program is designed to offer our students engaging activities that are meaningful and relevant to real world applications. Once students complete the course, they can elect to take assessments to obtain professional certification.

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.

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. Over 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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To embed literacy strategies across the curriculum to support an increase in the percentage of students in all subgroups scoring at or above proficiency in ELA Standards. Subject specific goals listed below: Reading by 5% (from 64% in 2014 to 69% in 2016) Writing by 10% (from 47% in 2014 to 57% in 2016) Math by 5% (from 58% in 2014 to 63% in 2016) Science by 5% (from 61% in 2014 to 66% in 2016)

Strategic Goals Detail

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

G1. To embed literacy strategies across the curriculum to support an increase in the percentage of students in all subgroups scoring at or above proficiency in ELA Standards. Subject specific goals listed below:
 Reading by 5% (from 64% in 2014 to 69% in 2016) Writing by 10% (from 47% in 2014 to 57% in 2016)
 Math by 5% (from 58% in 2014 to 63% in 2016) Science by 5% (from 61% in 2014 to 66% in 2016) 1a

 G070340

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Reading - African American	70.0
AMO Reading - ED	72.0
AMO Reading - ELL	49.0
AMO Reading - Hispanic	69.0
AMO Reading - SWD	59.0
AMO Reading - White	85.0

Resources Available to Support the Goal 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 of Collections and National Geography Curriculum, daily lessons offered through Reading and Language Arts exposes students to a high levels of text complexity to build students cognitive skills and usage of reading strategies in understanding complex text
- FAIR and benchmark testing for progress monitoring through PMRN and PM2
- Afterschool tutoring available after weekly (daily a.m .remediation occurring for selected students as well)
- Cornell Notes - Schoolwide note taking strategy
- AR Marathon Mondays - Response to literature and to build endurance for state assessment
- WOO for remediation/enrichment
- 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)

Targeted Barriers to Achieving the Goal 3

- Training needed on literacy strategies, as well as, differentiated instructional strategies and best practices for incorporating across the curriculum.

Plan to Monitor Progress Toward G1. 8

Classroom observations to observe teachers interacting with students on literacy and differentiated instruction strategies and monitoring benchmark and writescore assessment results

Person Responsible

Tosha Jones

Schedule

Weekly, from 10/1/2015 to 2/27/2016

Evidence of Completion

Results from classroom observations and diagnostic assessments

Plan to Monitor Progress Toward G1. 8

Collection of writing samples collected weekly, monthly and by semester

Person Responsible

Tosha Jones

Schedule

Monthly, from 9/1/2015 to 3/30/2016

Evidence of Completion

Student writing samples reviewed/compared to test item specifications

Plan to Monitor Progress Toward G1. 8

FAIR, Benchmark, & Data Outcomes

Person Responsible

Tosha Jones

Schedule

Quarterly, from 10/27/2015 to 3/1/2016

Evidence of Completion

progress being made towards proficiency

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. To embed literacy strategies across the curriculum to support an increase in the percentage of students in all subgroups scoring at or above proficiency in ELA Standards. Subject specific goals listed below: Reading by 5% (from 64% in 2014 to 69% in 2016) Writing by 10% (from 47% in 2014 to 57% in 2016) Math by 5% (from 58% in 2014 to 63% in 2016) Science by 5% (from 61% in 2014 to 66% in 2016) **1**

 G070340

G1.B2 Training needed on literacy strategies, as well as, differentiated instructional strategies and best practices for incorporating across the curriculum. **2**

 B183161

G1.B2.S1 ELA teachers will serve as literacy coaches to their teams to support the goal of embedding literacy standards across all subject areas. Support facilitators will share expertise in providing accommodations for ESE students in Language Arts and Math classes which will allow for differentiation of instruction to meet the needs of all students. This shared learning will allow for all to develop a level of competency with literacy instruction, modeling, and assessing ELA standards. **4**

 S194911

Strategy Rationale

All teachers, regardless of subject area, 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. This shared knowledge will increase student achievement across the curriculum.

Action Step 1 **5**

Teachers will learn how to embed literacy strategies to help all students improve achievement levels. ELA faculty, district CIS team will conduct trainings. Classroom observations will be conducted by administration.

Person Responsible

Tosha Jones

Schedule

Biweekly, from 10/1/2015 to 5/22/2016

Evidence of Completion

ELA teachers will share literacy strategies to assist other subject area teachers to implement literacy standards in lessons to support improved proficiency levels. ELA faculty and district CIS team will conduct trainings. Classroom observations will be conducted by administration.

Action Step 2 5

SLAM Professional Development-Literacy and writing in the content areas

Person Responsible

Jennifer Idlette

Schedule

On 8/20/2015

Evidence of Completion

Use of SLAM strategies embedded in lessons and cooperative activities to support the literacy standards

Action Step 3 5

Use of CPALMS-complex; engaging resources lesson plans for all content areas that include literacy standards

Person Responsible

Tosha Jones

Schedule

Daily, from 9/1/2015 to 5/29/2016

Evidence of Completion

teachers consistently providing students with rigorous lessons addressing the literacy standards

Action Step 4 5

FAIR, Benchmark, Writing Sample Collections & WriteScore Diagnostic Assessment

Person Responsible

Tosha Jones

Schedule

Monthly, from 10/3/2015 to 2/27/2016

Evidence of Completion

students scoring closer to proficiency with each round of testing

Action Step 5 5

Breakfast & Afterschool Reading Clubs Targeting Level 1 and 2 Readers

Person Responsible

Tosha Jones

Schedule

Daily, from 10/2/2015 to 4/16/2016

Evidence of Completion

Level 1 & 2 students showing gains over time

Action Step 6 5

Study Island for Reading remediation/enrichment

Person Responsible

Tosha Jones

Schedule

Daily, from 9/1/2015 to 6/5/2016

Evidence of Completion

lessons targeted towards weak standards; high levels of use w/ increase of proficiency scores

Action Step 7 5

ELA Collaboration/Aligning Collections Curriculum

Person Responsible

Tosha Jones

Schedule

Quarterly, from 9/22/2015 to 2/16/2016

Evidence of Completion

ELA pacing guide created quarterly for use of Collections Resource

Plan to Monitor Fidelity of Implementation of G1.B2.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

Tosha Jones

Schedule

Weekly, from 10/1/2015 to 5/22/2016

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.B2.S1 6

Progress monitoring of FAIR, benchmark, student writing samples and writescore diagnostic data

Person Responsible

Tosha Jones

Schedule

Quarterly, from 10/1/2015 to 2/27/2016

Evidence of Completion

Data outcomes monitored closely by dept chairs and school administrators.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom observations to observe teachers interacting with students on literacy and differentiated instruction strategies and monitoring benchmark and writescore assessment results

Person Responsible

Tosha Jones

Schedule

Weekly, from 10/1/2015 to 5/29/2016

Evidence of Completion

Results from diagnostic assessments and classroom observations

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will learn how to embed literacy strategies to help all students improve achievement levels. ELA faculty, district CIS team will conduct trainings. Classroom observations will be conducted by administration.	Jones, Tosha	10/1/2015	ELA teachers will share literacy strategies to assist other subject area teachers to implement literacy standards in lessons to support improved proficiency levels. ELA faculty and district CIS team will conduct trainings. Classroom observations will be conducted by administration.	5/22/2016 biweekly
G1.B2.S1.A2	SLAM Professional Development- Literacy and writing in the content areas	Idlette, Jennifer	8/20/2015	Use of SLAM strategies embedded in lessons and cooperative activities to support the literacy standards	8/20/2015 one-time
G1.B2.S1.A3	Use of CPALMS-complex; engaging resources lesson plans for all content areas that include literacy standards	Jones, Tosha	9/1/2015	teachers consistently providing students with rigorous lessons addressing the literacy standards	5/29/2016 daily
G1.B2.S1.A4	FAIR, Benchmark, Writing Sample Collections & WriteScore Diagnostic Assessment	Jones, Tosha	10/3/2015	students scoring closer to proficiency with each round of testing	2/27/2016 monthly
G1.B2.S1.A5	Breakfast & Afterschool Reading Clubs Targeting Level 1 and 2 Readers	Jones, Tosha	10/2/2015	Level 1 & 2 students showing gains over time	4/16/2016 daily
G1.B2.S1.A6	Study Island for Reading remediation/ enrichment	Jones, Tosha	9/1/2015	lessons targeted towards weak standards; high levels of use w/ increase of proficiency scores	6/5/2016 daily
G1.B2.S1.A7	ELA Collaboration/Aligning Collections Curriculum	Jones, Tosha	9/22/2015	ELA pacing guide created quarterly for use of Collections Resource	2/16/2016 quarterly
G1.MA1	Classroom observations to observe teachers interacting with students on literacy and differentiated instruction strategies and monitoring benchmark and writescore assessment results	Jones, Tosha	10/1/2015	Results from classroom observations and diagnostic assessments	2/27/2016 weekly
G1.MA2	Collection of writing samples collected weekly, monthly and by semester	Jones, Tosha	9/1/2015	Student writing samples reviewed/ compared to test item specifications	3/30/2016 monthly
G1.MA3	FAIR, Benchmark, & Data Outcomes	Jones, Tosha	10/27/2015	progress being made towards proficiency	3/1/2016 quarterly
G1.B2.S1.MA1	Classroom observations to observe teachers interacting with students on literacy and differentiated instruction strategies and monitoring benchmark and writescore assessment results	Jones, Tosha	10/1/2015	Results from diagnostic assessments and classroom observations	5/29/2016 weekly
G1.B2.S1.MA1	School administrators will conduct classroom observations and classroom "snapshot" visits to monitor the implementation of literacy strategies and differentiated instruction/ accommodations.	Jones, Tosha	10/1/2015	Data compiled from classroom observations and classroom "snapshot" visits, teacher input and feedback from conferences with school administrators and Literacy Coaches.	5/22/2016 weekly
G1.B2.S1.MA1	Progress monitoring of FAIR, benchmark, student writing samples and writescore diagnostic data	Jones, Tosha	10/1/2015	Data outcomes monitored closely by dept chairs and school administrators.	2/27/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To embed literacy strategies across the curriculum to support an increase in the percentage of students in all subgroups scoring at or above proficiency in ELA Standards. Subject specific goals listed below: Reading by 5% (from 64% in 2014 to 69% in 2016) Writing by 10% (from 47% in 2014 to 57% in 2016) Math by 5% (from 58% in 2014 to 63% in 2016) Science by 5% (from 61% in 2014 to 66% in 2016)

G1.B2 Training needed on literacy strategies, as well as, differentiated instructional strategies and best practices for incorporating across the curriculum.

G1.B2.S1 ELA teachers will serve as literacy coaches to their teams to support the goal of embedding literacy standards across all subject areas. Support facilitators will share expertise in providing accommodations for ESE students in Language Arts and Math classes which will allow for differentiation of instruction to meet the needs of all students. This shared learning will allow for all to develop a level of competency with literacy instruction, modeling, and assessing ELA standards.

PD Opportunity 1

Teachers will learn how to embed literacy strategies to help all students improve achievement levels. ELA faculty, district CIS team will conduct trainings. Classroom observations will be conducted by administration.

Facilitator

ELA teachers and CIS Team

Participants

Faculty

Schedule

Biweekly, from 10/1/2015 to 5/22/2016

PD Opportunity 2

SLAM Professional Development-Literacy and writing in the content areas

Facilitator

Lori Wickham and Beth Jensen, Volusia County Schools Secondary Writing Coaches

Participants

SGMS Faculty

Schedule

On 8/20/2015

Technical Assistance Items

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

G1. To embed literacy strategies across the curriculum to support an increase in the percentage of students in all subgroups scoring at or above proficiency in ELA Standards. Subject specific goals listed below: Reading by 5% (from 64% in 2014 to 69% in 2016) Writing by 10% (from 47% in 2014 to 57% in 2016) Math by 5% (from 58% in 2014 to 63% in 2016) Science by 5% (from 61% in 2014 to 66% in 2016)

G1.B2 Training needed on literacy strategies, as well as, differentiated instructional strategies and best practices for incorporating across the curriculum.

G1.B2.S1 ELA teachers will serve as literacy coaches to their teams to support the goal of embedding literacy standards across all subject areas. Support facilitators will share expertise in providing accommodations for ESE students in Language Arts and Math classes which will allow for differentiation of instruction to meet the needs of all students. This shared learning will allow for all to develop a level of competency with literacy instruction, modeling, and assessing ELA standards.

PD Opportunity 1

Use of CPALMS-complex; engaging resources lesson plans for all content areas that include literacy standards

Facilitator

CPALMS through Florida Dept of Education

Participants

Teachers

Schedule

Daily, from 9/1/2015 to 5/29/2016

Budget

Budget Data

1	G1.B2.S1.A1	Teachers will learn how to embed literacy strategies to help all students improve achievement levels. ELA faculty, district CIS team will conduct trainings. Classroom observations will be conducted by administration.	\$0.00			
2	G1.B2.S1.A2	SLAM Professional Development-Literacy and writing in the content areas	\$140.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0371 - Storm Grove Middle School	General Fund		\$140.00
Notes: Writing in the Content Areas training on 8/20/2015						

Budget Data						
3	G1.B2.S1.A3	Use of CPALMS-complex; engaging resources lesson plans for all content areas that include literacy standards				\$0.00
4	G1.B2.S1.A4	FAIR, Benchmark, Writing Sample Collections & WriteScore Diagnostic Assessment				\$3,955.90
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0371 - Storm Grove Middle School	Other		\$3,955.90
<i>Notes: WriteScore Diagnostic Assessment in December</i>						
5	G1.B2.S1.A5	Breakfast & Afterschool Reading Clubs Targeting Level 1 and 2 Readers				\$2,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0371 - Storm Grove Middle School	General Fund		\$2,040.00
<i>Notes: ELA Reading Clubs-Support for Level 1 & 2's. Afterschool buses for these students.</i>						
6	G1.B2.S1.A6	Study Island for Reading remediation/enrichment				\$3,915.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0371 - Storm Grove Middle School	General Fund		\$3,915.00
<i>Notes: Study Island</i>						
7	G1.B2.S1.A7	ELA Collaboration/Aligning Collections Curriculum				\$0.00
					Total:	\$10,050.90