

School District of Indian River County

# Sebastian River Middle School



## 2019-20 School Improvement Plan

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# Sebastian River Middle School

9400 FELLSMERE RD, Sebastian, FL 32958

[www.indianriverschools.org](http://www.indianriverschools.org)

## Demographics

**Principal: Todd Racine**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	67%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students <b>English Language Learners</b> Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: C
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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

Through the IB/MYP framework, the mission of Sebastian River Middle School is to develop citizens who are nationally and globally conscious, possess personal integrity, and pursue academic excellence through content area literacy. Our efforts will create life-long, self-motivated learners who actively serve their communities.

We will achieve this mission by...

- recognizing and treating our students as our most prized resource. We will foster an environment of stability, teamwork, empowerment, and safety, and provide equal opportunities for learning and personal growth!
- providing the highest quality and value for each project we undertake. We will be reliable and accountable to our Cowboy families. We will strive to apply innovation, strategic thinking, as well as, demonstrate a passion for excellence in everything we do!
- building strong connections, we will be easy to talk with, and reach. We will work together to problem solve and address all concerns. We strive to deliver nothing but exceptional customer service!
- becoming a valuable resource for our SRMS families through our continuous research and development of strategic partnerships with our community!
- being trustworthy, we will form genuine and collaborative relationships that benefit the SRMS faculty, the students, parents and community alike!

As a result of these actions, our students, parents and the community will often prefer, recommend and even specify SRMS as the middle school of choice in Indian River County!

#### Provide the school's vision statement

At SRMS, we read, innovate, collaborate, and achieve!

At Sebastian River Middle School, we also support the goals outlined in the SDIRC Strategic Plan, the goals are listed below:

Goal 1: Student Success

PERFORMANCE: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports .

Goal 2: Culture & Climate

SAFE AND ORDERLY SCHOOL ENVIRONMENT: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated .

Goal 3: High Quality Workforce

TALENT: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce .

Goal 4: Communication & Engagement

TRANSPARENCY: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning .

Goal 5: Strategic Partnerships

PARTNERSHIPS: Building strong partnerships with all stakeholders in our community is vital to our success .

**School Leadership Team**

**Membership**

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

Name	Title	Job Duties and Responsibilities
Racine, Todd	Principal	
Thimmer, James	Teacher, K-12	
Crespo, Robert	Teacher, K-12	
Auger, Kim	Teacher, K-12	
Patten, Twila	Instructional Coach	
Wright, Bradley	Instructional Coach	
Failla, Tim	Teacher, K-12	
Taflinger, Deborah	Teacher, K-12	
Sarrasin, Clarelle	Other	
Berchtold, Kasey	Instructional Coach	
Kinkle, Ethan	Instructional Coach	
Holmes, Michele	Assistant Principal	Assistant Principal
Colon, Marcos	Teacher, ESE	
Brown, Kenneth	Teacher, K-12	
Farmer, Dionna	Teacher, K-12	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	279	287	331	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	24	29	47	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	2	22	25	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	1	47	71	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	0	0	0	65	72	119	0	0	0	0	256

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	9	46	71	0	0	0	0	126

**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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

65

**Date this data was collected or last updated**

Wednesday 7/10/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - 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	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	54%	54%	43%	51%	53%
ELA Learning Gains	51%	55%	54%	45%	51%	54%
ELA Lowest 25th Percentile	39%	42%	47%	37%	39%	47%
Math Achievement	62%	60%	58%	52%	59%	58%
Math Learning Gains	67%	59%	57%	55%	62%	57%
Math Lowest 25th Percentile	61%	50%	51%	39%	49%	51%
Science Achievement	46%	53%	51%	42%	57%	52%
Social Studies Achievement	72%	72%	72%	70%	68%	72%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	279 (0)	287 (0)	331 (0)	897 (0)
Attendance below 90 percent	24 ( )	29 ( )	47 ( )	100 (0)
One or more suspensions	2 ( )	22 ( )	25 ( )	49 (0)
Course failure in ELA or Math	1 ( )	47 ( )	71 ( )	119 (0)
Level 1 on statewide assessment	65 ( )	72 ( )	119 ( )	256 (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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	52%	-6%	54%	-8%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	48%	51%	-3%	52%	-4%
	2018	39%	44%	-5%	51%	-12%
Same Grade Comparison		9%				
Cohort Comparison		5%				
08	2019	51%	53%	-2%	56%	-5%
	2018	46%	55%	-9%	58%	-12%
Same Grade Comparison		5%				
Cohort Comparison		12%				



<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	57%	53%	4%	55%	2%
	2018	43%	51%	-8%	52%	-9%
Same Grade Comparison		14%				
Cohort Comparison						
07	2019	53%	53%	0%	54%	-1%
	2018	47%	52%	-5%	54%	-7%
Same Grade Comparison		6%				
Cohort Comparison		10%				
08	2019	51%	47%	4%	46%	5%
	2018	44%	51%	-7%	45%	-1%
Same Grade Comparison		7%				
Cohort Comparison		4%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	45%	49%	-4%	48%	-3%
	2018	41%	53%	-12%	50%	-9%
Same Grade Comparison		4%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	70%	69%	1%	71%	-1%
2018	69%	65%	4%	71%	-2%
Compare		1%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	90%	58%	32%	61%	29%

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	87%	61%	26%	62%	25%
Compare		3%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	100%	53%	47%	57%	43%
2018	0%	50%	-50%	56%	-56%
Compare		100%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	16	30	28	28	54	62	21	50			
ELL	20	36	30	40	59	58	16	32	27		
BLK	31	38	32	35	58	59	21	67			
HSP	41	47	36	57	64	61	35	64	40		
MUL	58	53		70	71		60	75	50		
WHT	59	56	49	71	71	64	58	80	65		
FRL	40	45	36	55	63	57	38	66	49		

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	17	37	40	25	44	38	18	30			
ELL	6	30	29	16	28	26		57			
ASN	67	55		83	82						
BLK	26	30	31	24	35	29	21	57	50		
HSP	35	43	38	44	49	41	26	59	67		
MUL	39	42		45	48		31				
WHT	53	50	36	64	65	42	61	78	69		
FRL	35	42	36	44	50	39	31	67	61		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends**

SRMS experienced growth in 8 out of 9 grade components. The area with the lowest performance was ELA Lowest 25th Percentile which rose from 37% to 39%. Panorama survey data demonstrated that students in the lower quartile showed low resiliency and self-efficacy. Students tend to give up more readily when faced with academic challenges which stem from a lack of reading skill necessary to navigate and perform well on the Florida Standards Assessment.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

Acceleration points showed the greatest decline from 2018. This was a lagging data result from 2017-18 in which 76 Level 1 and 2 students were added to the accelerated cohort as 8th grade students by being enrolled in an industry certification course (Digital Information Technology). Only 11 out of 76 students passed the DIT exam.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

ELA Lowest 25th Percentile had the greatest gap scoring 8% below the state average. Low resiliency and self-efficacy again contributed to this score as well as many our ELL and SWD are included in the lowest 25th percentile. These two subgroups did not meet ESSA criteria and are make up our TSI groups for 2019-2020.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math Lowest 25th Percentile showed the greatest gains improving from 39% to 61%. The school implemented a semester of Intensive Math for students in 6th & 7th grade as well as full year for 8th grade. 8th grade showed the biggest increase. Teachers also became more proficient in using the i-Ready Math software.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One area of concern is that 10% of our student body with less than a 90% attendance rate even though our overall attendance rate improved by almost 2% last year. Also, 32 8th grade students with two or more EWS.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Academic Achievement for ALL students
2. Increase proficiency for SWD, ELL and Black students greater than 45% for each subgroup
3. School-wide Average Daily Attendance 95% or greater.
4. School Safety
5. Earn an A grade by increasing in all 9 school grade components

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Academic-Tiered Instruction/Teacher Collaboration
<b>Rationale</b>	By teachers collaborating on strategies, curriculum, and data analysis, all students will receive the needed interventions to show at least a year's worth of growth in all academic areas.
<b>State the measureable outcome the school plans to achieve</b>	TARGETS Student scores on FSA ELA will increase 5% overall ELL subgroup will increase by 10% SWD subgroup will increase by 10% Student scores on FSA Math will increase 5% overall
<b>Person responsible for monitoring outcome</b>	Todd Racine (todd.racine@indianriverschools.org)
<b>Evidence-based Strategy</b>	i-Ready - testing and pathways Collections (ELA textbook) Wilson Just Words (Intensive Reading) Nat Geo (Intensive Reading) Discovery Ed (Science)  PLC focused on curriculum, content area planning, data assessment (district unit assessments and teacher created assessments)
<b>Rationale for Evidence-based Strategy</b>	iReady, Collections, Just Words, Nat Geo, Discovery Ed are all district-level decisions based on proven efficacy of these programs and and evidence based data collected over time.  PLC within school departments and teams has been proven effective based on numerous studies. For example, "PLCs are an indication of a broader trend toward professional development that is increasingly collaborative, data-driven, and peer-facilitated, all with a focus on classroom practice" (Barber & Mourshed, 2009, pp. 30, 32).

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schedule and hold weekly PLC meetings - known as CAP (Content Area Planning) meetings - to identify standards being taught, collaborate on lesson planning, analyze unit assessment data for remediation. The questions asked are *What do we want students to learn *How will we know when each student has learned it? *What will we do if they haven't learned it? *What will we do when they already know it?</li> <li>2. Deliver instruction through iReady, Collections, Just Words, NatGeo, Discovery Ed with fidelity.</li> <li>3. Schedule students into advanced courses, while providing them with necessary supports and interventions through regular monitoring of their performance by their guidance counselor.</li> <li>4. Provide after school tutoring services and interventions based on weekly grade monitoring through homeroom period.</li> <li>5. ELL strategies planning with District ESOL Resource Specialist. Strategies to include: pairing ELL students with buddy/mentor students for add'l</li> </ol>
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support; using technology to enhance and define content; using gestures and visual aids whenever practical; summarize and clarifying directions; adapt spoken language to match levels of understanding & regularly check on understanding. Teachers will also regularly communicate with our ESOL specialist.

6. Administrators will continually monitor our lowest 25%, ELL, and SWD subgroups throughout the year.

7. Provide SWDs with condensed summaries of key ideas or concepts as review and to ensure that they remain focused on the most important aspects of each lesson; use intentional grouping and small grouping strategies.

**Person  
Responsible**

Todd Racine (todd.racine@indianriverschools.org)

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<b>#2</b>	
<b>Title</b>	Social Emotional Learning will create a safe, caring learning environment
<b>Rationale</b>	A focus on students' social-emotional learning will improve their academic performance, reduce behavior problems and emotional distress, and improve social behavior.
<b>State the measureable outcome the school plans to achieve</b>	Panorama beginning of the year survey vs end of the year survey on Self Efficacy and Resiliency Reduction in student office discipline referrals resulting in ISS and OSS PBIS Gold Status 95% ADA
<b>Person responsible for monitoring outcome</b>	Michele Holmes (michele.holmes@indianriverschools.org)
<b>Evidence-based Strategy</b>	LifeSkills HomeRoom PBIS Naviance Sanford Harmony  LifeSkills is taught to all grades over 16 weeks; it is a substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. Proven to be the most effective evidence-based program used in schools today, In addition to helping kids resist drug, alcohol, and tobacco use, the LifeSkills Training Middle School program also effectively supports the reduction of violence and other high-risk behaviors. ( <a href="https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/">https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/</a> )
<b>Rationale for Evidence-based Strategy</b>	PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. ( <a href="https://www.pbis.org/">https://www.pbis.org/</a> )  Naviance for Middle School helps students discover their strengths and interests, and see how they can reach their goals. ( <a href="https://www.naviance.com/solutions/middle-schools">https://www.naviance.com/solutions/middle-schools</a> )  Sanford Harmony is a social emotional learning program for students designed to foster communication, connection, and community both in and outside the classroom, and develop boys and girls into compassionate and caring adults. ( <a href="https://www.sanfordharmony.org">https://www.sanfordharmony.org</a> )

**Action Step**

<b>Description</b>	<p>1. Life Skills is taught weekly through 6th and 8th grade Social Studies and 7th grade Science so as not to impacted tested subject areas. The schedule is released to teachers in August to allow them to plan accordingly. We rearranged the schedule this year to move the science classes to after Science Fair to lessen the impact on their event.</p> <p>2. We provide students with a 17-minute homeroom every day. During that time, we have a regular schedule that includes the use of Naviance, Panorama (grades 7/8)/Sanford Harmony(grade 6)-twice a week, progress</p>
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monitoring and silent reading. Teachers work to build community with their homeroom classes, involving them in occasional team-building activities and icebreakers to start the year.

3. We were named a PBIS Silver School for the 2018-19 school year by FL PBIS and are striving for Gold/Model School status for the 2019-20 school year. This will mean a further reduction in discipline referrals and further focus on behavior modification and education of students to make good choices regarding behaviors before discipline action becomes necessary. We have an active PBIS program that rewards students through the use of Cowboy Credits for following our school's "Four R's: Ready, Righteous, Respectful, Responsible." Any time a staff member sees a student practicing one of these traits, they are encouraged to reward students with cards marked as "Cowboy Credits which students can later redeem for desirable items such as skipping to the front of the lunch line, eating lunch on the patio, buying trinkets in our holiday store, or buying school supplies, cookies, or other items.

4. Our school will follow a 3+3+3 progressive discipline plan that will account for consequences accumulated throughout all seven of a student's classes. This plan consists of consequences that teachers and administrators may assign for minor classroom and school infractions. After a student has been assigned lunch detention 3 times, the consequence progresses to after-school detentions. Once 3 after-school detentions have been assigned, 3 Saturday School detentions will finalize the plan. An Office Discipline Referral (ODR) will be created for any major infraction, Saturday School detention, or minor infraction after the 3+3+3 Discipline Plan has been depleted. This system is intended to modify student behavior before severe consequences become necessary.

5. In addition to completing the Panorama surveys to gain checkpoint data on student climate, and attitudes related to resiliency and student efficacy, we will utilize the focus lessons available to teachers in those topics. Those two areas were of concern to us last year in reviewing our student survey data, and we feel an emphasis on those topics will prove beneficial both academically as well as emotionally and socially for our students.

6. Last year our ADA improved by 2%. This year our goal is 95% student attendance. Through continued relationship building, as well attendance monitoring and celebrating through grade level competitions and individual recognition, we will achieve this goal.

**Person  
Responsible**

Michele Holmes (michele.holmes@indianriverschools.org)

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<b>#3</b>	
<b>Title</b>	Instructional Routines and Teacher Collaboration
<b>Rationale</b>	Research has shown that teaching quality and school leadership are the most important factors in raising student achievement.
<b>State the measureable outcome the school plans to achieve</b>	<p>on the 2020 FSA:</p> <p>ELA Achievement +8%</p> <p>ELA Learning Gains +10%</p> <p>ELA Lowest 25% +10%</p> <p>Math Achievement +5%</p> <p>Math Learning Gains +5%</p> <p>Math Lowest 25% +4%</p> <p>Science Achievement +10%</p> <p>Civics Achievement +3%</p> <p>Acceleration +13%</p> <p>which results in an overall school increase of 8%</p>
<b>Person responsible for monitoring outcome</b>	Todd Racine (todd.racine@indianriverschools.org)
<b>Evidence-based Strategy</b>	Instructional Routines through the use of Content Connections Small Group Instruction - iReady PLC
<b>Rationale for Evidence-based Strategy</b>	Content Connections is use to enhance classroom instructional strategies that promote rigor and relevance through the implementation of the Florida Standards through resulting in increase academic and social achievement for all students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet with teachers who were trained in Content Connections PD May 2019 (Reading, LA, Math) and July (Social Studies and Science) and determine plan for roll-out of sharing PD for entire faculty throughout the year - collaborative planning, instructional routines and procedures, literacy across content areas.</li> <li>2. Incorporate the training above into department meetings and into Principal's weekly newsletter as appropriate.</li> <li>3. Invite iReady representative to train both ELA and Math faculty on the new iReady dashboard and small group instruction methods and procedures.</li> <li>4. Involve district curriculum specialists regularly in CAP meetings and department meetings, as well as individual meetings with teachers of intensive and specifically ELL and SWD classes.</li> <li>5. Examine IB/MYP Unit Plans for opportunities for staff to collaborate and create lessons using the IB/MYP instructional frameworks.</li> <li>6. Integrate the PLC model to share our collective experience to serve our students and challenge ourselves.</li> </ol>
<b>Person Responsible</b>	Michele Holmes (michele.holmes@indianriverschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Academic-Tiered Instruction/Teacher Collaboration</b>				<b>\$3,610.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0171 - Sebastian River Middle School			\$3,610.00
			<i>Notes: General Fund Supplement budges for After School Tutoring for students identified in need of academic support based on Unit Assessment data.</i>			
			0171 - Sebastian River Middle School			\$0.00
			<i>Notes: Support/Rewards of Students With Attendance Goals</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Social Emotional Learning will create a safe, caring learning environment</b>				<b>\$2,584.83</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0171 - Sebastian River Middle School			\$2,584.83
			<i>Notes: School Improvement Funds for lunch room monitors, detention monitor,</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Instructional Routines and Teacher Collaboration</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$6,194.83</b>