

Staunton River Middle School



Continuous School Improvement Plan 2018-2019

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Bedford County Public Schools
Continuous School Improvement Plan
2018-2019 School Year

Part I: Vision and Mission

STAUNTON RIVER MIDDLE SCHOOL															
Principal: Justin M. Tucker															
Vision: Vividly paints a picture of the future/leads to a desired outcome.	The vision of Staunton River Middle School is to inspire our students to be life-long learners who can compete successfully on the global stage, while contributing to their community as productive citizens.														
Mission: Is focused on the present and is prescribed by the vision statement.	The mission of Staunton River Middle School is to educate diverse learners, nurture their potential, and empower them to be competitive, successful, and productive citizens.														
Accountability Information - Federal (ESSA)	Accredited <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0e0e0;">School Quality Indicator</th> <th style="background-color: #e0e0e0;">Final Performance Level</th> </tr> </thead> <tbody> <tr> <td>Academic Achievement-English</td> <td style="background-color: #90ee90;">Level One: At or Above Standard</td> </tr> <tr> <td>Achievement Gap-English</td> <td style="background-color: #ffcc00;">Level Two: Near Standard</td> </tr> <tr> <td>Academic Achievement-Math</td> <td style="background-color: #90ee90;">Level One: At or Above Standard</td> </tr> <tr> <td>Achievement Gap-Math</td> <td style="background-color: #ffcc00;">Level Two: Near Standard</td> </tr> <tr> <td>Academic Achievement-Science</td> <td style="background-color: #90ee90;">Level One: At or Above Standard</td> </tr> <tr> <td>Chronic Absenteeism</td> <td style="background-color: #90ee90;">Level One: At or Above Standard</td> </tr> </tbody> </table>	School Quality Indicator	Final Performance Level	Academic Achievement-English	Level One: At or Above Standard	Achievement Gap-English	Level Two: Near Standard	Academic Achievement-Math	Level One: At or Above Standard	Achievement Gap-Math	Level Two: Near Standard	Academic Achievement-Science	Level One: At or Above Standard	Chronic Absenteeism	Level One: At or Above Standard
School Quality Indicator	Final Performance Level														
Academic Achievement-English	Level One: At or Above Standard														
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Achievement Gap-Math	Level Two: Near Standard														
Academic Achievement-Science	Level One: At or Above Standard														
Chronic Absenteeism	Level One: At or Above Standard														

Accountability Information - State	Accredited
SMART Goal 1:	<p>Based on Spring 2019 SOL tests, SRMS students will maintain or exceed the combined SOL pass rates from the previous school year in math (76%), English (79%), science (78%), and social studies (81%).</p> <p>Students with disabilities will decrease their failure rate by at least 10% (5.2 percentage points) on English SOL tests (52% to 57% pass rate) and by at least 10% (4.8 percentage points) on math SOL tests (48% to 58% pass rate).</p> <p>African-American students will decrease their failure rate by at least 10% (3.1 percentage points) on English SOL tests (69% to 75% pass rate) and by at least 10% (3.9 percentage points) on math SOL tests (61% to 70% pass rate).</p>
SMART Goal 2:	Based on Spring 2019 Writing 8 SOL tests, SRMS students will increase their combined pass rate from 71% to at least 75%.
SMART Goal 3:	By the end of the 2018-2019 school year, all SRMS teachers will actively participate in a team model designed to support a personalized, learner-centered environment. This will be measured by the use of percentage of teachers effectively utilizing learning management systems, classroom observations, team meeting documentation, and student achievement data trackers.
SMART Goal 4:	<p>By comparing Spring 2018 data to Spring 2019 data, school climate at SRMS will improve as measured by:</p> <ul style="list-style-type: none"> ● Maintaining the number of office disciplinary referrals at less than 375. ● Developing a Student Success Plan for 100% of students identified as Tier 3 PBIS Students (those with 6 or more disciplinary referrals). ● Increasing the number of positive referrals to a minimum of 220 per semester. ● Reducing the number of students who are chronically absent (missing more than 10% of the number of school days in the year) to less than 11%. ● Implementation of a Faculty & Staff Recognition program.

Part II: School Leadership Team Members

Staunton River Middle School Leadership Team	
Name	Committee Position
Justin Tucker	Principal
Jessica Geyer	Assistant Principal
Tony Francis Sherry Weise	District Office Liaisons
Leslie Jordan	School Counseling Leader
Kristina Childress	English Teacher Leader / 8th Grade Representative
Melissa Neumann	Math Teacher Leader / 8th Grade Representative
Gwendolyn Church	Science Teacher Leader
Valerie Staton	Social Studies Teacher Leader / 7th Grade Representative
Katherine Appleby	SPED Teacher Leader / 6th Grade Representative
Pilar Parry	SPED Teacher Leader / 6th Grade Representative
Kelly Morck	Elective Teacher Leader
Christine Moxley	Student Intervention Team Leader / 7th Grade Representative
Audrey Bowyer	Instructional Coach / Administrative Designee
Eb Morejon	Instructional Technology Resource Teacher (ITRT)

Part III: Data Analysis

Accountability and Accreditation

Enrollment Information

Demographic Information

State Standards of Learning Test Results (Historical)

Achievement Gaps

[ALL INFORMATION ABOVE ACCESSIBLE IN THE VDOE SCHOOL QUALITY REPORT](#)

Part V: Action Plan

Goal Topic #1: Student Achievement and SOL Pass Rates

SMART Goal(s) #1:

Based on Spring 2019 SOL tests, SRMS students will maintain or exceed the combined SOL pass rates from the previous school year in math (76%), English (79%), science (78%), and social studies (81%).

Students with disabilities will increase their combined pass rate by at least ten percentage points on math SOL tests (48% to 58%) and English SOL tests (52% to 62%).

Black students will increase their combined pass rate by at least nine percentage points on math SOL tests (61% to 70%) and by at least 6 percentage points on English SOL tests (69% to 75%).

ACTION PLAN

1. Essential Action/Research-Based Strategy: Alignment of curriculum, instruction, and assessment to ensure students are receiving rigorous instruction in every core content class using the Table of Specifications, Data Analysis Form after each common benchmark, ongoing monitoring of formative and summative assessment data, and close monitoring of classroom instruction.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
All students	A Paraprofessional will be scheduled to oversee the daily operation of the library so that the Instructional Coach is available to support teachers during all periods.	Administrators	Summer 2018	Prestie Roach is assigned to supervise the library for the entire school day, including homeroom.	SRMS Administration Once
All students	All core content teachers will participate in one common planning day per semester. These days will emphasize common assessment development, content alignment, content creation, remediation planning, and department data analysis.	Department Chairs	September 2018 - April 2019	Common Planning dates were established by the Leadership Team in August 2018. Dates are in the Staff Handbook.	SRMS Administration Department Chairs Quarterly
All students	All core content teachers will collaborate with teachers of the same subject to create common benchmark assessments. These assessments must be vetted through a Table of Specifications to ensure that the assessment is aligned with the instructional standards. Each content team which submit	Core Content Teachers	September 2018 - April 2019	Each content team will create a benchmark and corresponding table of specifications. The Instructional Facilitator will keep each table of	Instructional Coach SRMS Administration Quarterly

	their completed table of specifications to the Instructional Coach for review.			specification.	
All students	All core content teachers will complete the Benchmark Data Analysis forms within one week of benchmark testing. Forms will be submitted to the department chair and evaluating administrator for review.	Core Content Teachers	October 2018 - April 2019	Forms will be submitted to evaluating administrators and housed in department Google Drive folders.	SRMS Administration Department Chairs Quarterly
All students	Each content team will begin the process of creating common summative assessments for all units. These assessments, like benchmarks, will be analyzed using a table of specifications to ensure alignment between the assessment and the instructional standards.	Core Content Teachers	All Year	PowerSchool Assessment and Analytics (PSAA) Testing Library	SRMS Administration Department Chairs Quarterly
All Students	All core content teachers will utilize daily formative assessments. Data from these assessments will be analyzed on a daily basis in order to make instructional planning decisions.	Core Content Teachers	All Year	Teacher Gradebooks Lesson Plans Classroom Observations	SRMS Administration Ongoing
All Students	All core content teachers will review formative and summative assessment data from the quarter in order to plan for benchmark review. Review plans will be developed based on identified weaknesses in the data.	Core Content Teachers	October 2018 - April 2019	Lesson Plans PSAA Data	SRMS Administration Quarterly
Students with Disabilities	Special Education Resource teachers will work with Core Content Teachers to identify lagging skills and knowledge. Time will then be spent in Resource classes focusing on these skills and concepts.	Special Education Resource Teachers Core Content Teachers	All Year	SOL Test achievement for students with disabilities.	Special Education Teachers Ongoing
All Students	Life Science and Physical Science teachers will follow the shared Department Testing calendar to ensure that all content is taught and assessed in accordance with the pacing guide.	Science Teachers Science Department Chair	All Year	Testing Calendar developed by content teachers and monitored by Department Chair.	SRMS Administration Science Department Chair Quarterly

2. Essential Action/Research-Based Strategy: Data analysis forms will be completed after each benchmark and results will be used to identify students for remediation. Remedial instruction will be designed and implemented, and these students will be monitored and re-assessed over time to measure growth after remediation.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Students	All core content teachers will complete a Benchmark Data Analysis Form within five days of benchmark test administration. A separate form will be completed for each class.	Core Content Teachers	Quarterly	Benchmark Data Analysis Forms will be submitted to each supervising administrator and then shared with Department Chairs.	SRMS Administration Department Chairs Quarterly
All students	Core content department chairs will work with the Instructional Coach to aggregate data from PowerSchool Assessment and Analytics to determine the overall pass rate for each content area. This data will be reviewed by the Administrative Team and the Leadership Team.	Department Chairs Instructional Coach	Quarterly	A spreadsheet will be created and shared between the Administrative Team, Instructional Coach, and Department Chairs.	SRMS Administration Instructional Coach Department Chairs Quarterly
All students	Core content teachers will utilize PowerSchool Assessment and Analytics (PSAA) to administer summative assessments. Data from these assessments will be analyzed using the data analysis features of PSAA. Core content teachers will give special attention to the SOL Analysis and Question Analysis reports.	Core Content Teachers	Ongoing	Data in PowerSchool Assessment and Analytics	Department Chairs Instructional Coach Quarterly
Students Needing Remediation as Identified by Assessment Data	A Part-Time Math and a Part-Time English Remediation Teacher will be hired utilizing Algebra Readiness and Local Remediation funding. Each remediation teacher will work several days each week.	SRMS Administration	Ongoing	Connie Nichols hired as English Remediation Teacher. Francie Morris hired as Math Remediation Teacher	SRMS Administration Once
Students Needing Remediation as Identified by Assessment Data	Core content teachers will utilize assessment performance data to identify students in need of remediation. Core content teachers will also work with these two remediation teachers to plan remedial instruction.	Core Content Teachers	Ongoing	Remediation Student Rosters and Lesson Plans	SRMS Administration Department Chairs Algebra Readiness Teacher English Remediation Tutor Ongoing

3. Essential Action/Research-Based Strategy: Focus on instructional observations that provide feedback that is precise, intentional, and focused on alignment of curriculum, assessment, and instruction.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All teachers	All observations will be followed by a post-observation conference with suggestions, commendations, and next steps as deemed appropriate.	SRMS Administration	All Year	Observations documented in TalentEd	SRMS Administration Ongoing
Teachers being monitored	The Administrative Team will continue monitoring those teachers on Plans of Improvement and those with performance concerns.	SRMS Administration Instructional Coach	All Year	Observations and Plans of Improvement documented in TalentEd	SRMS Administration Instructional Coach Ongoing
Zero year teachers	Each zero-year teacher will be assigned a mentor. These teachers will meet frequently with their mentors and participate in at least two teacher-mentor observation each year,	SRMS Administration Mentor Teachers	All Year	List of assigned teacher mentors is housed in Google Drive.	SRMS Administration Supervisor of Social Studies & Mentor Programs
Zero year teachers	Zero-year teachers will be observed informally by the Supervisor of New Teachers and Mentor Programs to receive feedback on daily objectives, curriculum alignment, and instructional design to prompt reflection and growth. Commendations and next steps will be noted.	Supervisor of Social Studies & Mentor Programs	All Year	Completed observations will be shared with SRMS Administration.	Supervisor of Social Studies & Mentor Programs
All new teachers	All teachers new to SRMS, including those with experience, will be assigned a buddy teacher to serve as their informal mentor during their first year at SRMS.	Instructional Coach Assistant Principal	All Year	List of assigned teacher buddies is housed in Google Drive.	Instructional Coach Assistant Principal Ongoing
All new teachers	All new teachers (zero-year and experienced) will participate in an introductory training with the Administrative Team related to instructional expectations, personalized learning, and cultural norms at SRMS	SRMS Administration	August 6, 2018	Presentation and notes housed in Google Drive	SRMS Administration
All new teachers	All new teachers (zero-year and experienced) will be informally observed by the Instructional Coach at least once each semester. The Instructional Coach will focus on observing curriculum and assessment alignment to the standards, as well as best instructional practices.	Instructional Coach	Ongoing	Observations will be shared with the Administrative Team. Each administrator will utilize these observations in formal post-observations	SRMS Administration Instructional Coach Ongoing

4. Essential Action/Research-Based Strategy: Common planning between common subjects and content areas.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Core Content Teachers	All core content teachers will participate in one common planning day per semester. These days will emphasize common assessment development, content alignment, content creation, remediation planning, and department data analysis.	Department Chairs	September 2018 - April 2019	Common Planning dates were established by the Leadership Team in August 2018. Dates are in the Staff Handbook.	SRMS Administration Department Chairs Quarterly
Core Content Teachers	Core content teachers will spend time during their Common Planning days to create and analyze common benchmark assessments.	Department Chairs	September 2018 - April 2019	Benchmarks in PSAA Table of Specifications submitted to the Instructional Coach	Instructional Coach Quarterly
Core Content Teachers	Core content teachers will work on creating common lessons and instructional materials that can be shared between teachers and to create common projects with assessment rubrics.	Core Content Teachers	September 2018 - April 2019	Instructional Materials in shared Google Folders	Department Chairs Instructional Coach Ongoing
Core Content Teachers	Core content teachers will collaborate on the development of standard-aligned online content.	Core Content Teachers	All Year	Lesson Plans Online Content	Department Chairs SRMS Administration Ongoing
Special Education Teachers	Special Education teachers will participate in Common Planning time during 2nd semester to work on IEP draft development, curriculum planning, and student achievement data analysis.	Special Education Teachers	Twice in the 2nd Semester	IEP Drafts Lesson Plans	Special Education Department Chairs SRMS Administration Ongoing

Goal Topic #2: Writing 8 SOL Achievement

SMART Goal(s) #2: Based on Spring 2019 Writing 8 SOL tests, SRMS students will increase the combined pass rate from 71% to at least 75%.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Students will engage in numerous writing assignments taking place across all Advanced English and

Writing 6, 7, and 8 classes.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
All Students	The Master Schedule will be reconfigured to divide double-blocked English into a distinct Reading and Writing course for students requesting Core English. Teachers will be strategically assigned to courses based on historic strengths. Advanced English students will remain in double-blocked English receiving both reading and writing instruction from the same teacher.	SRMS Administration	August 2018	Completed Master Schedule with one reading, one writing, and on advanced English teacher per grade level.	SRMS Administration Once
All Students	All Advanced English and Writing teachers will do a cold prompt analysis for all students and submit the data to administrator and department chair.	Advanced English and All Writing Teachers	Once per semester	Cold Prompt Data Analysis	English Department Chair SRMS Administration Once per semester
All Students	All 8th grade English teachers will give the SGA Writing practice assessment and do a data analysis to submit to administrators.	Writing 8 Teachers	August 2018	Data Analysis Forms PSAA Data	English Department Chair Once
All Students	7th and 8th grade students will write a full essay twice a quarter using one of the released prompts from the VDOE. 6th grade students will write one full essay per quarter during the 1st semester, and then increase to 2 per quarter during the 2nd semester.	Advanced English and All Writing Teachers	Twice each nine weeks during Q2, Q3, and Q4	Completed Papers English Data Trackers	English Department Chair Quarterly
All Students	English Teachers will do a prompt analysis with students just through the brainstorming section up to the thesis statement.	Advanced English and All Writing Teachers	Weekly, up to twice each month	Lesson Plans	English Department Chair Ongoing
All Students	All essays are analyzed and placed on the data tracker using the rubric from the VDOE.	Advanced English and All Writing Teachers	Each time an essay is graded	English Data Trackers	English Department Chair Ongoing
All Students	The 8th graders will take the SGA #2 in January to gather data for the last remediation before the March writing SOL	8th Grade English Teachers	January 2019	Benchmark Data Analysis Forms	SRMS Administration English Department Chair

	test.			English Data Trackers	Once
English Teachers All Students	Training for all English teachers on Write from the Beginning and Beyond took place in 2017-2018. Teachers will utilize strategies and skills learned in this training to plan and implement instruction.	English Teachers	All Year	Lesson Plans Classroom Observations	SRMS Administration English Department Chair Ongoing
6th and 7th Grade Writing and Advanced English Teachers	6th and 7th Grade Writing and Advanced English teachers will administer the Writing/Grammar Common Assessment. Data from this assessment will be analyzed and used for instructional planning.	Writing and Advanced English Teachers	Each Semester	English Data Trackers Lesson Plans showing instruction planned based on assessment data	English Department Chair Bi-Annually
8th Grade Writing Teachers	8th grade writing teachers will use "Revision Assistant" for feedback on papers; for prompts that aren't available through RA, 8th grade writing teachers will use the "Writing Reviser" from the <i>Curriculum Pathways</i> website (formerly NCS Mentor).	8th Grade Writing Teachers English Department Chair	Ongoing	Graded Essays with Feedback	English Department Chair Ongoing
Advanced English and All Writing Teachers All Students	All Writing and Advanced English teachers will continue utilizing strategies learned from the "Understand Scoring" training on the VDOE website, including having students participate in training using the same tools as teachers.	Advanced English and All Writing Teachers	Ongoing	Lesson Plans Classroom Observations	SRMS Administration English Department Chair Ongoing

2. Essential Action/Research-Based Strategy: Use writing practice data to provide remediation in the areas identified through analysis.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Students	Use data analysis to identify groups of students needing remediation in writing.	Advanced English and All Writing Teachers	Quarterly	English Data Trackers Student Remediation Lists	English Department Chair Ongoing
All Students	Develop an 8th grade writing remediation plan that incorporates specific time for intervention on writing issues that students are having. This will be done through tiered intervention in the classroom with teachers.	Advanced English and All Writing Teachers	Ongoing	Remediation Plan English Data Trackers	SRMS Administration English Department Chair Ongoing

All Students	Increase grammar work using grammar textbooks and grade level and online resources in the classroom.	Advanced English and All Writing Teachers	Ongoing	Lesson Plans Formal Observations	SRMS Administration Ongoing
3. Essential Action/Research-Based Strategy: Implement writing activities and assignments across all content areas.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
History Teachers All Students	History teachers will use the social studies literacy plan to incorporate three types of writing: writing to learn, writing to demonstrate learning, and authentic writing.	History Teachers	Quarterly	Completed Writing Projects Completed Rubrics	Social Studies Department Chair SRMS Administration Ongoing
Science Teachers Math Teachers All Students	Science and math teachers will require that students write in some form at least 2 times per week..	Science and Math Teachers	2x Weekly	Lesson Plans Formal Observations	SRMS Administration Ongoing
Related Arts and Health Teachers All Students	Related arts and health classes will incorporate writing in their classes at least 2 times per week.	Related Arts and Health Teachers	2x Weekly	Lesson Plans Formal Observations	SRMS Administration Ongoing
6th Grade US History Teachers 6th Grade Students	6th grade Alternative assessments for US History 2	US History 6 Teachers	Quarterly	Quarterly Writing Verification Form	Social Studies Department Chair SRMS Administration Quarterly
Special Education Teachers Students with Disabilities	Utilize writing prompts to generate brainstorming activities in self-contained English and resource classes.	Special Education Self-Contained teachers	Weekly	Lesson Plans Writing Samples	SRMS Administration
Special Education Teachers Students with Disabilities	Use writing rubrics in resource class to target support for special education classes.	Special Education Self-Contained teachers	After each writing assignment	Lesson Plans Writing Samples	SRMS Administration
Special Education	Collaborate with a Dyslexia and Special	Special Education	October 2018	Lesson Plans	SRMS Administration

Teachers Students with Disabilities	Education Reading Coach from the division to support data analysis and instructional planning in self-contained English classes.	Self-Contained teachers	Two other times during the year	Classroom Observations	
Related Arts and Health Teachers All Students	All related arts teachers will incorporate written responses to videos, lessons, and/or activities in lesson. In addition, thinking maps will be used in class throughout the year. (Examples: art- include poetry, narratives, and comics with artwork; chorus- writing activities with listening assignments and concert reflections)	Related Arts and Health Teachers	All Year	Lesson Plans Classroom Observations	SRMS Administration
Health and PE Teachers All Students	Health and PE teachers will incorporate more project-based lessons that include different writing styles in each unit.	Health and PE Teachers	All Year	Lesson Plans Classroom Observations	Related Arts Department Chair SRMS Administration

Goal Topic #3: Innovations and Technology

SMART Goal(s) #3: By the end of the 2018-2019 school year, all SRMS teachers will actively participate in a team model designed to support a personalized, learner-centered environment. This will be measured by the use of percentage of teachers effectively utilizing learning management systems, classroom observations, team meeting documentation, and student achievement data trackers.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Establish multiple grade level teams that share a distinct group of students, teachers, and physical space to allow for increased flexibility, movement, and grouping.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
All Teachers	Create a Master Schedule that meets all primary core class requests and groups students into one of two teams per grade level.	SRMS Administration PowerSchool Secretary Director of Counseling	August 2018	Master Schedule with Teams Identified Teams established in PowerScheduler	SRMS Administration Once
All Teachers	Create a Master Schedule that groups core content teachers into one of two teams per grade level while ensuring that all teachers on each team have common planning.	SRMS Administration PowerSchool Secretary Director of Counseling	August 2018	Master Schedule with Teams Identified Teams established in PowerScheduler	SRMS Administration Once
All Students	Provide Collaborative Teacher or Paraprofessional Support to as many sections as possible to allow for greater movement and flexibility based on student need, and to reduce class size as much as possible.	SRMS Administration	Ongoing	Master Schedule	SRMS Administration
All Teachers	Create a new floor plan that groups all teachers on a given team in the same area of the building. Ensure that content area teachers are neighbors (Math, Reading/Writing, Science/Social Studies). Move all classroom furniture and teacher belongings.	SRMS Administration Custodial Team Paraprofessionals	August 2018	2018-2019 Floor Plan	SRMS Administration Once

2. Essential Action/Research-Based Strategy: Improve the utilization of physical space and furniture to support a learner centered environment where

learning can happen anywhere.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Teachers All Students	Replace old connected desk-seat student desks in classrooms where teachers are seeking furniture more likely to support collaboration, project based learning, and movement.	SRMS Administration	Ongoing	New learning spaces throughout the building.	SRMS Administration
All Teachers All Students	Create additional space for breakout rooms, extended learning opportunities, small group instruction, project based learning, and extension/enrichment activities	SRMS Administration Custodial Team	Ongoing	New learning spaces throughout the building.	SRMS Administration
All Teachers All Students	Establish a new procedure for teachers to check out specific tables within the library, including an option to request adult supervision for small groups. This will allow for more frequent utilization of learning space within the library.	Instructional Coach	August 2018	New procedure created and shared with all staff in Google Drive	Instructional Coach
3. Essential Action/Research-Based Strategy: Each team will collaboratively collect and analyze student achievement data to make instructional planning and implementation decisions. Teams will also use this data to restructure schedules and group students based on need.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Team Teachers All Students	Designate Team Leaders who will facilitate weekly team meetings, monitor ongoing updates to Team Student Data Trackers, and ensure that teams are collaboratively analyzing achievement data to make instructional planning decisions.	SRMS Administration Team Leaders	Ongoing	Leadership Team Minutes Team Meeting Minutes Student Data Trackers	SRMS Administration Team Leaders
All Team Teachers All Students	Each team required to meet at least once each week. All teachers from the team are required to attend. A meeting agenda will be established by the team leader and minutes will be recorded.	All Team Teachers Team Leaders	Weekly	Team Meeting Minutes	SRMS Administration Team Leaders Ongoing
All Team Teachers	Each team will utilize a shared Team Data	ITRT	Ongoing	Team Meeting Minutes	SRMS Administration

All Students	Tracker to identify all gap group students, identify past SOL scores and future SOL scores required to achieve growth. Each teacher will input quarterly benchmark scores and the team will analyze the composite average of all benchmark scores to identify students who require intervention across all subjects.	Instructional Coach Team Leaders Team Teachers		Student Data Trackers	Team Leaders Ongoing
All Team Teachers All Students	Each team will identify students who require Tier 3 (most intensive) interventions by the last day of each month. Teams will compile a list of students and identify all attempted interventions and outcomes for these students. List of students will be submitted to the Student Intervention Team.	All Team Teachers	Monthly	Students Needing Intervention Spreadsheet	SRMS Administration S.I.T. Team Chair Monthly
All Team Teachers All Students	Each team will plan and implement a modified class schedule at least one time each nine-weeks that groups students and allocates time based on student needs.	All Team Teachers	Quarterly starting with Q2	Plans from each team	Team Leaders SRMS Administration
4. Essential Action/Research-Based Strategy: Teachers will continue to utilize digital tools to enhance learning experiences and provide students with flexible pacing and choices in their learning. Teachers will provide students with opportunities to have choice in their learning where appropriate.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
7th and 8th Grade Students	Distribute 1 to 1 Chromebook devices to all 7th and 8th grade students. Provide training to all students and teach accountability by requiring students to take their devices home and bring them to school charged each day.	ITRT Instructional Coach SBO Staff	All Year	1:1 Training Presentations	ITRT Instructional Coach
6th Grade Students	Provide class sets of Chromebooks to all 6th grade core classes.	IT Technician	August 2018	Chromebook class sets in all 6th grade core classes.	IT Technician SRMS Administration
6th Grade Students	Provide class sets of Dell laptops to 6th Grade health and related arts classes.	IT Technician	August 2018	Dell laptop class sets in all 6th grade core classes.	IT Technician SRMS Administration
All Teachers All Students	All teachers, including related arts, health and PE teachers, will utilize effective digital tools through Chromebooks and Dell	Teachers	Ongoing	Online Learning Management Systems	SRMS Administration

	Laptops.			Online Instructional Content Classroom Observations	Ongoing
All Teachers	Continued use of Google classroom or Schoology to create modules for digital classrooms.	Teachers ITRT	All Year	Online classroom review and observations	SRMS Administration Ongoing
All Teachers	Expansion of online and blended classrooms.	Teachers ITRT	All Year	Online classroom review and observations	SRMS Administration ITRT Ongoing
Special Education Teachers Students with Disabilities	Utilization of web-based programs to increase student achievement in special education (programs include EdPuzzle, Edulastic, IXL for math and reading).	Special Education teachers ITRT Instructional Coach	All Year	Data collected from online tools.	Special Education Department Chairs ITRT Ongoing
Health/PE Teachers	Alternative PE class on google classroom or Edgenuity for students that are unable to participate in PE due to illness, injury, or not dressing out.	ITRT	All Year	Google Classroom or Edgenuity Courses	ITRT Instructional Coach PE Teachers
5. Essential Action/Research-Based Strategy: Effective personalized learning will be modeled by the Administrative Team, Instructional Coach, and Instructional Support Team throughout the year. All staff will engage in professional learning opportunities related to Personalized Learning.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Teachers	All teachers will join a Google Classroom. At least every other month, the Faculty Meeting will be held virtually via Google Classroom. Important information, along with videos, will be posted and teachers will be required to engage with the material by a given deadline. All Faculty Meetings will be streamed live through a secure YouTubeLive account for faculty and staff who cannot be present during face-to-face meetings.	SRMS Administration ITRT Instructional Coach	October 2018 through May 2019	Faculty & Staff Google Classroom	SRMS Administration ITRT Instructional Coach Ongoing
All Staff	An internal Google Site will be redesigned	SRMS Administration	Ongoing	SRMS Faculty and	SRMS Administration

	and enhanced for all Faculty and staff. This site will house all documents, links, forms, and important information for faculty and staff.	ITRT Instructional Coach		Staff Google Site	ITRT Instructional Coach
All Teachers	All teachers will earn Google Educator Level 1 Certification within 18 months of their start date at SRMS.	ITRT	Ongoing	Google Certification Roster	SRMS Administration ITRT Ongoing
All Paraprofessionals	All Paraprofessionals will participate in monthly trainings before school to learn how to use Google Apps for Education (GAFE). Paraprofessionals will have the opportunity to take the Google Educator Level 1 examination if desired.	Assistant Principal Paraprofessional	October 2018 through May 2019	Monthly Training Presentations	Assistant Principal Ongoing

Goal Topic #4: Culture and Climate

SMART Goal(s) #4: By comparing Spring 2018 data to Spring 2019 data, school climate at SRMS will improve as measured by:

- Maintaining the number of office disciplinary referrals at less than 375.
- Developing a Student Success Plan for 100% of students identified as Tier 3 PBIS Students (those with 6 or more disciplinary referrals).
- Increasing the number of positive referrals to a minimum of 220 per semester.
- Reducing the number of students who are chronically absent (missing more than 10% of the number of school days in the year) to less than 11%.
- Implementing a Faculty & Staff Recognition program.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Provide ongoing, effective positive recognition for students, who do not receive Office Disciplinary Referrals and/or consistently meet SRMS expectations.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Students without disciplinary referrals	Each month, six students (three male and three female) who have not received a referral will be randomly selected for a free lunch.	PBIS Administrator PBIS Coach	All year	Student award recipients received their incentive lunch on the following dates: 9/21, 10/19	PBIS Administrator PBIS Coach Monthly
Students without	At the end of each Nine-Weeks, students	PBIS Administrator	All Year	Q1 - 11/2/18 with 656	PBIS Administrator

disciplinary referrals	with zero referrals will be eligible to participate in a school-wide incentive day including treats and activities.	PBIS Coach Teri Bowles		students eligible. Q2 - 0/0/19 with 00 students eligible. Q3 - 0/0/19 with 00 students eligible.	PBIS Coach Quarterly
All Students Faculty & Staff	Each month, all teachers will recognize exemplary student behavior by issuing at least two positive referrals, five positive postcards, and three incentive passes (lunch outside, hat inside, sit with a friend, electronic device at lunch). Teachers will document each time they issue a positive referral, positive postcards and/or in a Communication Log.	PBIS Administrator PBIS Coach Teachers	All Year	PBIS Positive Referral Google Sheet	PBIS Administrator PBIS Coach Monthly
All Students Faculty & Staff	All teachers and staff will recognize students who are meeting or exceeding expectations by rewarding them with a PBIS Pass / incentive card.	All Faculty and Staff	All Year	Daily use of Incentive card	PBIS Administrator PBIS Coach Ongoing

2. Essential Action/Research-Based Strategy: PBIS will provide behavioral support to all students and mentor support for Tier III students.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Tier III Students	PBIS representatives will serve as Student Intervention Team (SIT) committee members to provide support for students with behavioral concerns. Mentors will serve as case managers to communicate with teachers and check-in with students.	PBIS Administrator S.I.T. Team Chair Teachers	September 2018-May 2019	SIT Meeting Notes SIT Recommendations Assigned Case Manager/Mentor Plan	PBIS Administrator PBIS Coach S.I.T. Team Chair Biweekly
Tier III Students	A Breakfast Club program will be established to provide a way for students to build relationships with peers, school counselors, and the ISS coordinator.	School Counselor ISS Coordinator/ Aide	September 2018-May 2019	Daily breakfast check-in and Monthly Club meetings	School Counselor ISS Coordinator/ Aide Ongoing
All Students	All teachers will utilize the Interventions Document to keep a record of all attempted	Teachers	All Year	Processing of Disciplinary Referrals	SRMS Administration PBIS Administrator

	behavioral interventions at the classroom level. Teachers are required to attach the Intervention Document to any low level disciplinary referral.				Ongoing
3. Essential Action/Research-Based Strategy: PBIS will provide students with instructional activities that promote the importance of school-wide expectations.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Students Homeroom Teachers	PBIS will incorporate school-wide expectation activities through homerooms. Homeroom teachers are responsible for the delivery of PBIS activities. Students will have access to these activities through the SRMS Student Website.	PBIS Administrator PBIS Coach	All Year	SRMS Student Website Formal/Informal Observations	SRMS Administration PBIS Administrator
All Students Health/PE Teachers	Continued Incorporation of the new HPE curriculum, Lion's Quest-Personal/Social Development and Bullying	Health/PE Teachers	All Year	Formal/Informal Observations	SRMS Administration PBIS Administrator
4. Essential Action/Research-Based Strategy: All teachers will increase their knowledge of best practices in behavioral intervention and classroom management.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Teachers	All teachers will utilize the Interventions Document to keep a record of all attempted behavioral interventions at the classroom level. Teachers are required to attach the Intervention Document to any low level disciplinary referral.	Teachers	All Year	Processing of Disciplinary Referrals	SRMS Administration PBIS Administrator Ongoing
All Teachers	Teachers will participate in training during three different faculty meetings on strategies for de-escalating a conflict with a student using the NCI (Non-Violent Crisis Intervention) model.	SRMS Administration	November 2018 January 2019 March 2019	Faculty Meeting Presentations	SRMS Administration Annually
5. Essential Action/Research-Based Strategy: Reduce the number of students who are chronically absent (missing more than 10% of the number of school days) to less than 11% through the work of the Attendance Committee.					

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Students	Establish an Attendance Committee that will meet monthly to review students who are chronically absent, discuss known data or information, make parent contact, and develop a plan to improve the attendance of this student.	Attendance Administrator PBIS Administrator	All Year	Attendance Committee Meeting Notes	SRMS Administration Attendance Committee Chair Ongoing
All Students	Make parent contact to the parents of any student with 5 or more unexcused absences. Increase the frequency of parent contacts as the number of absences increases.	SRMS Administration Attendance Secretary	All Year	Truancy Tracker	SRMS Administration
6. Essential Action/Research-Based Strategy: Establish a Faculty and Staff Recognition program. PBIS and SRMS students will increase school culture and climate through faculty and staff recognition.					
Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
All Staff	Create a method for nominating staff members, including criteria. The process will recognize staff who are exceeding job expectations. Process will be named Soaring Over and Above Reward (SOAR) to correlate with the Golden Eagle mascot.	Instructional Coach PBIS Coach	All Year	S.O.A.R. Nomination Form	PBIS Administrator Instructional Coach
All Staff	Solicit rewards, gifts, and incentives from local businesses to reward winners each month.	Instructional Coach PBIS Coach	All Year	Donated Gifts	PBIS Administrator Instructional Coach Ongoing
All Staff	Review nominations and select monthly winners to receive incentives provided by local businesses including a Subway lunch.	PBIS Administrator Instructional Coach PBIS Coach	All Year	Google Sheet & Recognition Certificate	SRMS Administration PBIS Administrator Instructional Coach