

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 2 K-12 schools

16 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	130	129	259
7	123	103	226
8	128	120	248
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	381	352	733

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 14 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 7%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2016	693
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 5%
35 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish

7. Students eligible for free/reduced-priced meals: 51%
Total number students who qualify: 375

8. Students receiving special education services: 14 %
100 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>71</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 31:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	98%	98%	98%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To prepare children for their transition to high school in a safe learning environment through collaboration with all stakeholders.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Selbyville Middle School was built with community and school connections in mind. The middle school team concept has allowed educators to build strong relationships with families throughout the years and has proven successful at integrating the students from three feeder schools into one educational family. Success is achieved by addressing the academic, social and emotional needs of each student. Student needs are considered and learning is established in a setting that encourages student expression. Evidence of individual student success and also overall school success is seen in high test scores, undefeated sports teams and award winning extra-curricular clubs.

The population of Selbyville Middle is largely low income with an increasing number of ELL students. The communities range from multi-million dollar beach homes to section-eight housing. Students are extended equal opportunities to learn and succeed through multiple disciplines and modalities of learning. Classrooms at Selbyville Middle School in 1991 were teacher driven using chalk boards, textbooks, and rote memorization. A shift has occurred over the years which brought several instructional changes. Teachers made transitions from thematic units to Learning Focused lessons. This endorsed the use of Blended Learning driven by a platform of Schoology which allows for student driven instruction verses teacher driven instruction. As the progression continued over the years, technology was given to teachers to support the changes and encouraged students to reach beyond the walls of the classroom. Effecting change in the lives of students requires teamwork. The staff is committed to moving through change together. Personnel changes were few over the years. Teachers were aware of their history and were able to set goals that led to success.

The foundation of success has been laid through years of traditions, and strong relational ties among the staff and community. The team concept allows staff to become acquainted with families and helped to establish rapport over multi-generations. Because of these ties, Selbyville Middle has seen a consistent rise in state test scores, moving from one of the lowest performing schools in Delaware to now scoring as one of the top three middle schools. Selbyville has won national awards for Robotics, placed number one in its division in Math League, and enjoyed several successes in Science Olympiad. In addition to the extra-curricular academic activities, Selbyville Middle has also had several undefeated sports teams for successive years.

Community connections are built within the walls of the Selbyville Middle School through traditions by embracing school-wide themes that create a bridge to Family Fun Night, Pep Rallies, Positive Behavior Supports and academic competitions. Students and staff lend their support to those in need within the community by participating in can food drives, “Stuff a Box” during Thanksgiving with a local business, and donating to fellow students and families at Christmas. Families in need are also supported by the school through donations from local businesses and through the work of volunteers. Overall, the atmosphere of the school is one of giving and support. The behavior is modeled by the staff and the students are exceptional at responding with positive behaviors.

Students are challenged daily at Selbyville Middle School in the classroom through Learning Focused lessons, interactions with peers, and responding to questions from their teachers. Lessons are created with individual student needs in mind and accommodations are made for those students with special needs. The bar is raised for all students. A variety of learning styles are welcomed in each classroom. Students are encouraged to interact with their peers to formulate ideas and theories of learning. Answers are found while questions are asked. Potential is reached and the student finds success in a place where learning is experienced, not simply taught.

Selbyville Middle School administration, in conjunction with the Selbyville Middle School Instructional Leadership Team, identified a singular mission of the school in July of 2014 which was to design and deliver the strongest possible Learning Focused lessons to all students of Selbyville Middle School. The belief was that if we could succeed in this venture, the remaining parts of our students social, emotional, physical, and cultural development would fall into place.

Students enter Selbyville Middle School in the 6th grade and are assigned to heterogeneously grouped

learning environments. A decision was made as a school to eliminate the Honor's program for our incoming 6th grade students for multiple reasons. Perhaps the most significant reason is to have the opportunity to work with students in learning environments that were truly differentiated. In this setting, educators can best identify students that would be placed into an Honors track when they matriculate to 7th grade.

The instructional framework at Selbyville Middle School is Learning Focused. All educators are responsible for the development of Learning Focused lessons that incorporate research based instructional strategies. It is a school expectation that all teachers will have a current daily lesson plan available and located at the entrance to their classroom. These lesson plans must show that the lesson has been differentiated appropriately for students who need additional supports as well as for students who are accelerated. Both school leaders have been certified as trainers of Learning Focused. Educators have received professional learning on the differentiation of teaching/learning activities, as well as lesson assignments, so that students with diverse educational needs can learn effectively within the same learning environment. Additionally, Selbyville Middle School has adopted Robert Marzano's Six Steps to Building Academic Vocabulary. School leaders have delivered professional learning in this area for use as a specific vocabulary teaching strategy within the Learning Focused framework.

Selbyville Middle School has implemented a Blended Learning Model which heavily involves the Learning Management System Schoology as well as the Google Apps for Education. Selbyville Middle has joined the BRINC Consortium to gain better understanding of implementing successful blended learning while adding peer to peer walkthrough's to provide a clinical look at rigor in our classrooms. School leaders' have maximized teacher planning and collaboration through the PLC process while successfully analyzing data and building action plans to re-teach missed learning targets.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core Curriculum

Selbyville Middle School's English Language Arts core curriculum is structured around all state standards which cross multiple contents in order to prepare students for further academic endeavors such as high school, college readiness and/or work place programs after high school.

The framework for our ELA curriculum emphasizes a sequence of lessons based on the core standards that begin with the broad idea which is the Unit Essential Question. From that beginning point, the instruction then builds on three to four Lesson Essential Questions as we scaffold lesson/teaching to the culminating lesson which brings the Unit to a close. The students apply the key concepts and embedded vocabulary as instruction flows from teacher modeling to group/class instruction and finally to the student independently demonstrating the lesson objective.

The ELA Department uses many resources to instruct students to accommodate the different learning modalities. Smartboards are used each day and students utilize Chromebooks 2-3 times a week. The district adopted the Springboard curriculum for the middle schools, and the ELA department supplements it with Glencoe, teacher made materials, and novel studies. Grade level planning twice a week ensures that cohorts are on the same page, and each month time is allotted for the department to meet.

Selbyville Middle School's mathematics instruction and curriculum is rigorous and standards based. The curriculum and instruction integrates the Standards for Mathematical Practice in a student-centered, interactive, and differentiated classroom while using strategies that demand a reflective and metacognitive approach for teaching and learning.

At Selbyville Middle School, the mathematics department has adopted the SpringBoard® curriculum. SpringBoard® is a highly engaging and student centered instructional program. The curriculum provides students with instructional content that is needed to be prepared for future mathematical courses as well as prepare our students for college or career. With the curriculum that Selbyville Middle School uses, students are able to build on their content knowledge, use a variety of mathematical representations and technology to model their knowledge, communicate verbally and/or in writing their understanding of mathematics while collaborating with other students to participate in discourse focused on discovery and problem solving.

Students are able to acquire foundational skills using the curriculum by practicing and applying the mathematical practice standards to real-world situations and challenges. The curriculum narrows and deepens the scope so students are learning by spending more time on fewer concepts and transferring their skills and knowledge across mathematical concepts and grades. The curriculum builds new learning on the foundations that are built in previous years with a focus on learning progressions so students can deepen their conceptual understanding of the core content. Students develop fluency in procedural skills, such as computation, application, and understanding while the curriculum promotes depth and mastery by connecting concepts, practice, and independent application.

Science instruction at Selbyville Middle School is driven by the Next Generation Science Standards and the Common Core State Standards as a member of the Delaware Science Coalition. The goal of the science department at Selbyville Middle is to provide students with a world class, hands-on science education that will prepare them for advanced study and real-life application.

Beginning in sixth grade, students explore the phenomena that have contributed to the history, processes and formation of the Earth in the universe and space. Additionally, students explore systems that exist in nature and in the human body. Transitioning to seventh grade, students continue to investigate the diversity of living things and their genetic components. Lastly, students investigate phenomena surrounding the properties of matter and their interactions. Upon entering eighth grade, students engage in inquiry based

instruction centering on patterns in weather, the transformation of energy, ecology and climate change.

On a daily basis, students engage in scientific reading, writing and laboratory investigations aimed at strengthening scientific literacy. Technology is embedded into science classrooms through the use of a learning management system, probes and other scientific tools.

The Social Studies curriculum at Selbyville Middle School follows the four Delaware State Standard strands of Geography, Civics, History, and Economics. In sixth grade the focus of Geography and the Ancient World prepares students to explore their understanding of “Where are things?” The seventh grade extends student focus to the understanding of Civics and Economic. The strands of History and Civics are the primary focus in eighth grade as students explore Early Settlements to the Civil war in the United States. Through this process, students are given the opportunity to develop into citizens of their community who are able to understand their rights and actively participate in society.

All three grades utilize the Learning Focus Strategies to develop and implement their lessons allowing students to explore their own styles of learning. Teachers utilize their professional development time to structure meaningful and engaging lessons for students while monitoring student progress and understanding. Data from assessments are reviewed and plans are created for remediation and differentiation to give students multiple opportunities for success. The Social Studies teachers use the many resources available to engage the students. Chrome books are utilized giving students the ability to reach beyond the classroom walls through the use of Schoology and Google applications. These resources encourage and promote collaborative learning both in and out of the classroom in the areas of researching issues and forming reasoned opinions with support. Finally the Social Studies teachers incorporate vocabulary and the Delaware State Social Studies Literary Standards into lessons to ensure understanding, comprehension, and written expression into student work.

For secondary schools: additionally in approximately 100 words, describe how the curriculum supports college and career readiness.

(This information included under Technology heading below) .

Technology

STEM (Science, Technology, Engineering, Math)

The STEM program at SMS utilizes the Project Lead the Way curriculum — project-based curriculum designed to engage students in real-world problem solving. Students are taught to use logical and analytical skills, problems-solving skills, and creativity in the areas of engineering, biomedical science, and computer science. As students complete activities and projects, they learn critical thinking, collaboration, perseverance, communication and problem solving. All of these skills will serve them well in the collegiate and corporate worlds and give them a competitive edge in the global marketplace.

Business Education

Students take Business Education in 6th, 7th and 8th grade for nine weeks. In 6th grade, there is a focus on keyboarding skills, basic computer skills, and introduction to the Microsoft Office Suite of applications. In 7th and 8th grade, 21st century skills are introduced to prepare students for college and career readiness. There is a sharper focus on computer skills. Students use computers on a daily basis to strengthen their skills in order to be successful in college and the workplace. The goal at SMS is to ensure all students are productive citizens who have the confidence to thrive in a college or career setting.

2. Other Curriculum Areas:

Visual and Performing Arts

Art

The visual art program at SMS is an opportunity in which students have the chance to explore different avenues of art, which include the art process, history, aesthetics, and criticism. Students in grades sixth through eighth participate in visual art classes for nine week terms. In eighth grade, some students are assigned to 18-week courses.

Each class's curriculum is designed to give all students a wide range of art experiences that will meet the art outcomes and the Delaware Standards for Visual and Performing arts for their grade level. Through these standards, we are able to cover distinctive units with include drawing, painting, printmaking, and sculpture through various projects.

Music

The Selbyville Middle music program provides students with training and experience in the fundamentals of musical performance, as well as real-world opportunities to showcase their knowledge and talent at school, within the local community, and beyond. The band and choral programs strive to hold students to high standards musically, academically, personally and socially, with the goal of creating a community of young people who are responsible and caring through the outlet of music.

Students at SMS are provided the opportunity to participate in the year-round instrumental and/or choral program from sixth through eighth grade. Students also have the option to take nine weeks of General Music Education each year.

Physical Education

The SMS Physical Education Program provides for developmentally appropriate learning activities that aim to foster physical fitness, performance skills and personalized values to provide lifelong health and facility in movement.

Psychomotor learning is mastered through fundamental sports skills and their integration into a variety of individual, dual and team sports activities. Affective Learning is demonstrated through cooperation, teamwork, proper participant and spectator behavior and personal responsibility, all of which are emphasized through age-appropriate, self-directed physical activity.

Physical Education is offered to 6th, 7th and 8th graders each year for nine weeks.

Health

Selbyville Middle Health class is a required nine week exploratory which students take each year. The curriculum directly aligns with the National Health Education Standards.

Selbyville Middle uses the HealthSmart curriculum which is a comprehensive K-12 health program. It focuses on the essential knowledge and skills students need to know and teaches them strategies to use to incorporate these behaviors into their daily lives.

Foreign Language – Spanish

The philosophy statement of the American Council on the Teaching of Foreign Languages (ACTFL) states, "Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad." Selbyville Middle embraces this philosophy. During their time at SMS,

students are exposed to introductions and conversational skills in Spanish with a focus on speaking, listening, reading and writing. This forms a foundation in language learning and sets the stage for continued language acquisition.

Selbyville Middle School offers a nine-week Spanish curriculum for 6th, 7th and 8th grade students. In 8th grade, students have the opportunity to enroll in Spanish I, which is a year-long class. This allows them the opportunity to continue with Spanish II as a freshman in high school.

3. Instructional Methods, Interventions, and Assessments:

Instructional Methods, Interventions, and Assessments

Selbyville Middle School began focusing on the Learning Focused lesson planning and delivery process in July of 2014. The faculty received training on how to properly and effectively build a Learning Focused lesson. Additionally, the faculty received professional learning on how to effectively deliver research based instructional strategies. To ensure that all students learning needs were addressed, the faculty received professional learning on the differentiation of teaching/learning activities as well as lesson assignments. In addition to differentiation strategies, the faculty was taught how to effectively preview and accelerate learning for students.

The faculty and school leadership realizes that students of varying socioeconomic status enter our schools with different levels of acquired vocabulary. As a result, vocabulary instruction has been prioritized to help close the vocabulary gap. Educators received professional learning on Robert Marzano's Six Steps for Building Academic Vocabulary. In addition, each educator through departmental collaboration, identified thirty Tier 3 Academic Vocabulary words that would be taught explicitly to their students using Marzano's framework.

To ensure that instructional methods and interventions promote high levels of student achievement, Selbyville Middle School administration has increased teacher planning time through the Professional Learning Community (PLC) process. In addition to their own daily individual planning time, educators are responsible for collaborating with their PLC twice per week. During this collaboration, PLC's develop common assessments, conduct peer to peer walkthrough's, analyze data, design lesson plans, and develop action plans to specifically identify teaching and learning strategies that will ensure missed learning targets are met by students through re-teaching. Additionally, PLC's upload their Action Plans to their appropriate PLC folder for frequent review by the school's administration.

An important element to the delivery of instruction and the way students learn is the manner in which information is communicated and synthesized by students. To provide students with powerful learning experiences, Selbyville Middle has adopted a Blended Learning Model. The goal is to create previously unimaginable learning experiences made possible today by leveraging technology intelligently. A key component to the implementation of the Blended Learning Model is Indian River School Districts membership to the BRINC Consortium (Brandywine, Red Clay, Indian River, New Castle, and Colonial). Through this alliance, Selbyville Middle School was given the opportunity to partner with Modern Teacher and receive professional learning on Instructional Rounds in Education, the SAMR Model (Substitution, Augmentation, Modification, Redefinition), Blended Learning, and increasing the complexity and rigor of tasks found in the classroom.

Selbyville Middle School has put forth much effort and made considerable progress to improve the skills of students performing both below and above grade level. The achievement gap is being closed within the English Language Learner population through intensive language instruction specifically designed to meet the needs of the newcomer as well as supplemental academic after school programs. All newcomers who do not speak any English are given a language screening, and in addition, interviewed by the ELL coordinator to assess current academic and school experience in the students' home countries. The students are placed in an ELL English class with an intensive focus on language acquisition, and if needed, an additional newcomer math class. These classes are designed to teach basic English and/or mathematics, in conjunction to developing the students' higher order thinking skills in reading, vocabulary development, and writing.

The curriculum design incorporates the content areas across the grade levels, as well as provides assistance with classwork from the content area classes through differentiated instruction, supplemental materials and/or peer assistance.

The other means by which Selbyville works to close the achievement gap is the ELL After School Program funded by The Freeman F.A.C.E.S. Foundation. The program is the product of an annual grant that has been awarded to the school for the past 2 years. The ELL coordinator runs this program 2 days a week throughout most of the school year until early spring. Students are provided with the opportunity to stay after school and enjoy a nutritious snack and guaranteed transportation home. Much of the gap is closed by this program as it allows the ELL student access to the technology required to complete academic responsibilities they otherwise would not have access to at home. The program also gives the student's additional instructional time with their content area teachers and support with any academic difficulties they may be experiencing. Selbyville Middle school will continue to work to close the achievement gap of its ELL learners to foster the positive contributions they have the potential to make to both the school and the community in which they live.

Additionally, Selbyville Middle School has partnered with the Indian River School District to become a focus school collaborating with district personnel emphasizing improving instruction for special education students. To further improve instruction and delivery of services to this population a second special education coordinator has been hired to address student needs.

To best reach students above and below grade level Selbyville Middle School has invested considerable time delivering and receiving professional learning on instructional differentiation. This professional development focused on the creation of challenge and struggle points, previewing, acceleration, and differentiating lesson assignments.

Multiple interventions are incorporated at Selbyville Middle School to reach our struggling learners. These interventions include Math 180, Read 180, Khan Academy, and small group instruction. These interventions include Tier II and Tier III students. Students are placed in Response to Intervention groups that are monitored by teachers and administration. Upon conclusion of each cycle school administration reassigns students based upon need or performance.

Selbyville Middle School collects data in a variety of ways. All teachers collect data on students in the form of assessment prompts or checks for understanding that are built into lessons at the chronologically age appropriate time as it relates to attention span. More formal data is collected in the form of the universal screening tools such as Scholastic Math and Reading Inventories. Also, data on student performance is collected through the use of common classroom assessments. Student performance on end of year state testing is another data point that is analyzed when reviewing student performance. Lastly, lesson assignments or culminating activities are additional data points collected and analyzed by Selbyville Middle School educators.

Data analysis at Selbyville Middle School is completed by numerous individuals. PLC's primarily analyze the data that has been collected on each common assessment. Using that data, PLC members develop Action Plans to reteach missed learning goals. PLC's also analyze data collected from classroom assignments and activities and use these results to help guide the planning process. The building administration analyzes data with regards to RTI progress and performance (Math 180, Read 180, and classroom performance), scheduling, course grades, discipline, attendance, state testing results, peer walkthroughs, and teacher/specialist appraisals.

To best address all students' academic performance the saying, "as the water rises all ships float higher" is applicable to the instructional philosophy at Selbyville Middle School. By improving instruction across the board we believe that all students will excel. Proficiency levels of sub-groups have risen by as much as thirty percent in the past year. Many sub-groups have seen proficiency levels rise between four and twenty one percent. The groups that have not seen similar growth are being analyzed to see how we may further support these students and their learning.

Selbyville Middle School seeks not to maintain high levels of performance but to build upon those levels of performance. Sustained excellence and academic improvement are goals. To continue with the growth and success our faculty, staff, and students have experienced over the past 4 years the school administration has pledged to stay the course with the singular mission to build and deliver the strongest possible Learning Focused lessons to all students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Selbyville Middle School strives to promote a school culture in which students can thrive academically, socially, and emotionally. The faculty and staff engages and motivates students in multiple ways. Students experience life at school through involvement in extra curricular activities such as, Student Government, National Junior Honor Society, VEX Robotics, Lego Club, Anime Club, Yearbook, Business Professionals of America, Band, Chorus, and Athletics.

Additionally, students are motivated through the school's Positive Behavior Supports system. Agendas are used daily as organizers and hall passes. In these agendas, students also have a positive behavior sheet consisting of graphic representations of Indian heads. Positive behavior is rewarded through a red ticket system. Students earn red tickets based upon positive choices and behavior. These tickets are submitted in the office and ensure eligibility to win various prizes secured by the Positive Behavior Supports Committee. Lastly, students experience additional social engagement by attending after school dances as well as formal evening dances.

Selbyville Middle School works to celebrate students. Evidence of this is found in the school's system of identifying Students of the Month. The goal for this process is to identify students that typically go unrecognized in school. To qualify, a student must demonstrate that they are displaying traits of the school motto, "Selfless, Motivated, and Successful". Teachers nominate students to be eligible for Student of the Month by emailing the nominees to building leadership monthly. Each winner is recognized during their lunch period and is presented with a certificate, a student of the month t-shirt, two passes to see a movie at the local movie theater including two complimentary popcorns and drinks. A photograph is taken of each winner and displayed throughout the year on the Student of the Month Wall of Recognition.

Teachers feel valued and supported in multiple ways. The school administration maintains an Open Door Policy. This is to ensure that teachers always know their voices will be heard and that their concerns are a priority. Teachers are invited and encouraged to seek out a building administrator, even if they are in their office with the door closed, and interrupt to share concerns (provided the administrator is not with a student). Teachers also have an outlet to express concerns or share ideas at the monthly Principal's Roundtable meeting. Additionally, educators feel valued as their after school time is respected through the use of digital faculty meetings to limit after school responsibilities. Teachers also are invited to become involved in the school's Instructional Leadership Team. The administration has developed a schedule that maximizes teacher planning time and promotes peer collaboration. Similarly to students, the faculty and staff are also celebrated through a recognition process. Anonymous peer nominations are collected monthly, in addition to a brief narrative as to why that teacher or staff member is being nominated. All nominees are entered into monthly drawings. The selected teacher or staff member becomes that month's representative and receives a certificate, a gift card. A photograph is displayed throughout the year on the Wall of Recognition. Lastly, the administration supports the faculty by leading them on a trajectory toward continued development of academic, social and emotional strength.

2. Engaging Families and Community:

Selbyville Middle School encourages family and community engagement within the school and its activities. One of the strategies the school has employed to reconnect with parents and the community was to restart the Parent Teacher Organization (PTO). By holding regularly scheduled PTO meetings Selbyville Middle School has been able to achieve two goals. The first goal, increasing parental involvement in a manner which positively impacts the school, has been a success. Parents have been instrumental in identifying fundraising opportunities and dedicating their time to help assist with chaperoning, operating the Book Fair, and orchestrating communication through the development of the PTO Facebook page.

Other family engagement is encouraged through participation in the school's Family Night held in

February. The school hosts an evening of academic experiences for both students and parents to engage in while working to promote literacy. The school also provides dinner to the families to begin the evening. The second goal, creating an alliance between the school and parents, has also been reached. In holding monthly PTO meetings, parents have a voice in the operation of the school and help to design plans to achieve the identified goals. To further engage the community, Selbyville Middle School has fostered relationships with the local Elks Lodge and Lions Club. Evidence of these relationships can be found in the monetary and human resources provided to Selbyville Middle School by both organizations.

Selbyville Middle School also made concerted efforts to grow its mentoring program to help students at risk. This evidence can be found in the increase of mentors working with our students this school year.

3. Professional Development:

The professional development of faculty and staff at Selbyville Middle School has been guided and shaped by the schools focus, to deliver the strongest possible learning experience to our students through the best practices in lesson planning and instructional delivery. Professional learning has included a concentration on Learning Focused and work with the BRINC Consortium with an emphasis on the Blended Learning Model. It has been the belief of Selbyville Middle School administration that teacher preparation and development with regards to lesson planning and delivery is fundamental to the success of the students at Selbyville Middle School. As a result, the school has worked closely with Learning Focused and hosted multiple professional development opportunities for the faculty and staff of Selbyville Middle. These professional development sessions have been delivered by the school administration, teacher leaders, and Learning Focused representatives. The areas of focus for these training exercises have been: lesson development, lesson delivery using research based instructional strategies, differentiation, previewing, and acceleration. The expectation of all educators at Selbyville Middle School is that teachers will have available daily the current Learning Focused lesson plan, showing evidence of instructional differentiation, for the courses being taught. The administration was not going to ask of its educators something they were unprepared to do without first providing the coaching and development to accomplish this goal. The previous four years have been designed to accomplish this task and build capacity within the teacher to meet this objective.

A secondary area of prioritized professional development for educators of Selbyville Middle School is in the area of Blended Learning. This professional development has largely been shaped by the work the Indian River School District, Selbyville Middle School administration, and teacher representatives from Selbyville Middle School, has done in conjunction with the BRINC Consortium and Modern Teacher. The result of this collaboration has been the implementation of a Blended Learning Model at Selbyville Middle School using the Learning Management System Schoology and a focus on the “Instructional Core”. Selbyville Middle School educators have received professional development on how to optimize the Learning Management System Schoology, while implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) model of Blended Learning, to create learning experiences previously inconceivable without the use of technology to facilitate these educational experiences. Additionally, teachers at Selbyville Middle School have received professional development on how to perform peer to peer walkthroughs that focus on the Instructional Core as the walkthrough template created on Google Forms (what is the teacher saying or doing?, what are the students saying and doing?, what is the task?, and what Depth of Knowledge are the students working at?). The purpose of the peer walkthrough focusing on the Instructional Core is twofold; to build collaboration amongst educators by increasing exposure to positive teaching practices and to identify the level of rigor in the classrooms of Selbyville Middle School in an attempt to deepen the levels of knowledge our students are working at with increased frequency.

4. School Leadership:

The school leadership philosophy at Selbyville Middle School is to foster teacher creativity and individuality while setting forth explicit parameters and expectation for educator performance. The school leadership at Selbyville Middle School believes that our educators are the experts in their field and are receptive to receiving teacher input and feedback. The building leadership sees its role as one of support.

Support at Selbyville Middle School is measured in multiple ways. One way that support is measured is with follow through. The educators at Selbyville Middle School understand that once a plan is set into motion that the school leadership will see it through. The school leaders have high expectations of their faculty and staff but no higher than they expect of themselves. An additional example or measure of teacher support at Selbyville Middle School is that school leaders incorporate an inclusive model, pertaining to faculty, staff, and administration, to continue to move the school on a positive trajectory towards academic excellence. Wide teacher participation is sought and requested for involvement with the school's Instructional Leadership Team. Teacher input is requested frequently through participation in Schoology based professional development and discussion boards. Lastly, teacher support is measured through administrator visibility throughout the day. The school leaders at Selbyville Middle School can be observed in the classrooms, cafeteria, hallways, and athletic fields daily. This visual presence communicates to faculty and staff that the building leaders are invested in all aspects of the school and its performance.

The building principal is charged with the task of serving as the instructional leader of the school. The instructional direction of the school is deeply rooted in the practice of exceptional collaboration, planning, delivery of instruction, reflection on practice and data analysis. It is the role of the principal of Selbyville Middle School to provide the support and resources for the faculty and staff to continue to grow professionally and perform their craft with unwavering support. In doing so, the principal adheres to the schools instructional focus and enables the faculty and staff to demonstrate positive development annually. The assistant principal is both an instructional leader as well as chief disciplinarian. The principal and assistant principal co-chair the school's Instructional Leadership Team. Both leaders serve as educator evaluators while providing meaningful and relevant feedback to the faculty. In having the principal and assistant principal serve as the instructional leaders of the school the building leaders have become personally vested in the academic performance of each student and operate by putting into place support systems to best assist teachers in delivering effective instruction.

Leadership is distributed throughout the administrative suite amongst various individuals. The school has two school counselors. Both counselors have specific duties and job responsibilities. These responsibilities include; scheduling, counseling students in individual and group settings on a host of skills, chairing the IST process, serving as liaisons with outside agencies to further promote student development, participating on the schools Instructional Leadership Team, coordinating home bound instruction, serving as the school's homeless coordinator, and department chair to name a few. Selbyville Middle School also employs the services of a full time Behavioral Health Consultant (BHC). The BHC provides on campus therapy sessions for students and also works as a liaison with outside agencies to arrange for additional mental health support off campus.

Selbyville Middle School is fortunate to have an enthusiastic school nurse. In addition to providing daily service and treatment to 739 students, the school nurse is responsible for the development of individualized health plans for students in need as well as the development of crisis response teams and the procedures to follow for the team in handling health related student events.

Teacher leaders at Selbyville Middle School are identified in the form of department chairs. These department chairs each serve on the schools Instructional Leadership Team and are responsible for providing input and feedback to the school administration while also helping to disseminate information from the school and district level to their respective departments. These aforementioned practices, in conjunction with opportunities for frequent educator input and feedback, have served as strong supports in the academic, social, and emotional development of the students at Selbyville Middle School.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

In July 2014, during the first summer Instructional Leadership Team meeting at Selbyville Middle School, a singular focus was adopted heading into the upcoming school year; the development of strong Learning Focused lesson plans. During this meeting it was discussed that the building leadership should do everything in their power to stay the course to achieve this goal while avoiding the urge to try the “next new best thing.” In short, keep things simple and build the best plans.

The administration was not going to hold the faculty accountable for something they were not prepared to achieve without proper coaching and development. Therefore, early professional development focused on lesson development and design. Professional development by credentialed in house Learning Focused trainers (principal, assistant principal, and teacher leaders) was delivered to the faculty over the course of multiple professional learning days. The faculty was coached on how to design Learning Focused lesson plans. To demonstrate understanding the faculty was charged with the task of submitting their lessons for feedback from the trainers. This process was replicated on consecutive professional learning days until capacity had been developed within the faculty to meet the expectation.

The teacher’s daily schedule was also adjusted to facilitate implementation of effective content area PLC time (twice per week) while maintaining individual daily planning time. The focus for PLC’s was/is as follows; peer collaboration, the development and scoring of common assessments, data analysis, development of action plans, and peer walkthroughs. Professional development was conducted for the faculty by building administration to further develop capacity to improve the planning process with improving instruction the primary goal.

In July 2016 during the Summer Instructional Leadership Team meeting, in an attempt to continue making improvements while keeping things simple, a second focus area was adopted. This addition caused the Instructional Leadership Team to change the wording of the school’s primary focus to now read, “To build and deliver the strongest possible Learning Focused lessons.” The emphasis on delivery of instruction was a request from educators who wanted to learn how best to implement their newly designed lessons. As a result, building leadership in tandem with representatives from Learning Focused, delivered professional learning on research based instructional strategies, differentiation, previewing, and acceleration.

The administration at Selbyville Middle School believes that expectations which are monitored can and will be accomplished. School leaders believe that the key to high academic performance is a commitment to the enhancement of instruction. Providing an environment in which professional development builds capacity within the faculty to achieve these enhancements to instruction is key. Monitoring the instructional expectations set forth by building leadership plays a significant role to the high academic performance of Selbyville Middle School faculty and students.