2013-2014 SCHOOL IMPROVEMENT PLAN

River Springs Middle School
900 W OHIO AVE
Orange City, FL 32763
386-456-5346
http://myvolusiaschools.org/school/riverspringsmiddle/pages/
default.aspx

School Demographics

School Type Middle School	**Title I** No	**Free and Reduced Lunch Rate** 58%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 32%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
River Springs Middle School

Principal
Stacy Gotlib

School Advisory Council chair
Elvin Figueroa

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amanda Wiles	Principal Intern
Jasmine Hinson	Principal Intern
Chester Boles	Assistant Principal
Meredith Egan	Reading Coach
April Cassidy	Math Lead Teacher
Heidi Dono	Science Lead Teacher
Jessica Barrick	Language Arts Lead Teacher
Donald Sarro	Social Studies Lead Teacher
Laura Figueroa	AVID Coordinator/Testing Chair

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

58% of the SAC is made up of parents while 42% is made up of school personnel. There is a total of 9 parents, 2 parents who are also Volusia County School Board employees, one administrator, 1 teacher and 1 support staff member. We have 1 SAC Chair, 1 secretary and 1 treasurer.
Brandy Johnston, parent
Donna Kendall, parent
Jessica Herbold, parent
Jennifer Aagaard, parent

Tracey Natriello, parent
Stephanie Sanders, parent/vcs
Jennifer Amaral, parent
Shanda Nation, parent
Irene Hodges, parent/vcs
Stacy Gotlib, Principal
Sharon Love, staff
Elvin Figueroa, teacher

Involvement of the SAC in the development of the SIP

The River Springs Middle School Advisory Council has regular and ongoing input into the School Improvement Plan. At the September 2013 meeting, SAC discussed barriers and potential strategies for the 2013-14 school year. This input was included in drafting the plan. The SIP draft is presented to SAC for revisions and/or corrections.

Activities of the SAC for the upcoming school year

The primary goal of SAC is to help create the School Improvement Plan and support the School Improvement Plan process. Specific activities include serving in an advisory capacity to support improvement of school procedures, school programs, curriculum, and community activities.

Projected use of school improvement funds, including the amount allocated to each project

We currently have a balance of $1274.71 which will be used for teacher mini grants not to exceed $500. We do not know if we will be allotted more funding this year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
4

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Stacy Gotlib		
Principal	Years as Administrator: 15	Years at Current School: 2

Credentials	BS Education M Ed. Educational School Principal Certificate SLD K-12 Certificate
Performance Record	2012-13, RSMS, AMOs =57%R; 53%M; LG= 62%R; 62%M LQ=55%R; 57%M 2011-2012, No AYP Data Available 2010-2011, Deltona Middle - B School, AYP 69% (68%R/56%M; 78%R/60%M; 53% R/65%M) 2009-2010, B School, AYP 82% (70% R/66%M; 63%R/67%M; 59%R/66%M) 2008-2009, B School, AYP 64% (65% R/60%M; 64%R/65%M; 66%R/60%M)* 2007-2008, A School, AYP 79% (68% R/63%M; 62%R/63%M; 61%r/61%M) 2006-2007, B School, AYP 87% (68% R/63%M; 58%R/65%M; 62%R/62%R) 2005-2006, A School, AYP 85% (76% R/57%M; 71%R/62%M; 56%R/77%M)

Amanda Wiles		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	BS Exercise and Sports Science MA Educational Leadership Certification: Physical Education (6-12) Educational Leadership (K-12) Exceptional Student Education (K-12)
Performance Record	2012-13, RSMS, AMOs =57%R; 53%M; LG= 62%R; 62%M LQ=55%R; 57%M 2011-2012, No AYP Data Available 2011 - A School (SSMS), AYP 92% (75% R/73% M; 66% R/69%M; 69% R/73% M) 2010- A School, (SDE) AYP 82% (76% R/73% M; 63% R/65% M; 54% R/66% M) * 2009- A School, (SDE) AYP 92% (79% R/75% M; 70% R/61% M; 53% R/59% M) * 2008- B School, (SDE) AYP 97% (84% R/77% M; 69% R/64% M; 63% R/52% M) * 2007- A School, (SDE) AYP 95% (81% R/74% M; 70% R/67% M; 65% R/70% M) * 2006- B School, (SDE) AYP 87% (78% R/65% M;(SDE) 61% R/46% M; 55% R/%

Jasmine Hinson		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
Credentials	BA, Elementary Education MA, Educational Leadership Certification: Educational Leadership Elementary Education Gifted	
Performance Record	2012-13, RSMS, AMOs =57%R; 53%M; LG= 62%R; 62%M LQ=55%R; 57%M 2011-2012, No AYP Data Available 2010-2011, River Springs - A School, AYP 77% (76%R/62%M; 74%R/72%M; 66% R/69%M) 2009-2010, River Springs – A School, AYP 87% (74%R, 67%M; 66%R, 70%M; 68%R, 71%M) 2008-2009, River Springs – B School, AYP 72% (70%R, 63%M; 66%R, 65%M; 67%R, 61%M)	

Chester Boles		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	N/A First Year Administrator	
Performance Record		

Instructional Coaches

# of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Meredith Jones		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5

Areas	Reading/Literacy
Credentials	BS, Language Arts, Grades 6-12 Certification: Language Arts 6-12 ESOL Reading & Middle School Endorsement
Performance Record	2012-13, RSMS, AMOs =57%R; 53%M; LG= 62%R; 62%M LQ=55%R; 57%M 2011-2012, No AYP Data Available 2010-2011, River Springs - A School, AYP 77% (76%R/62%M; 74%R/72%M; 66% R/69%M) 2009-2010, River Springs – A School, AYP 87% (74%R, 67%M; 66%R, 70%M; 68%R, 71%M) 2008-2009, River Springs – B School, AYP 72% (70%R, 63%M; 66%R, 65%M; 67%R, 61%M)

Valentin Sotomayer		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	Mathematics
Credentials	N/A First Year Coach
Performance Record	

Classroom Teachers

# of classroom teachers
84

 # receiving effective rating or higher
76, 90%

 # Highly Qualified Teachers
95%

 # certified in-field
84, 100%

 # ESOL endorsed
26, 31%

 # reading endorsed
22, 26%

 # with advanced degrees
26, 31%

 # National Board Certified
1, 1%

 # first-year teachers
8, 10%

 # with 1-5 years of experience
14, 17%

 # with 6-14 years of experience
34, 40%

 # with 15 or more years of experience
24, 29%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits) - Administration and Mentor teacher Coordinator
2. Leadership Opportunities- Administration
3. Professional Development- Administration
4. PLC Activities- PLC
5. Participation in District Job Fair and Recruitment Activities-Administration

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New to RSMS and first year teachers are mentored by a highly effective teacher, as well as a district assigned Peer Assistance and Review (PAR) Teacher. The following activities are provided: Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance

in the areas of mathematics, science, and writing. Data Warehouse reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

. School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 1,200

Students were placed with highly qualified teachers in a 10 to 1 ratio and given intensive instruction in math and science.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student prior year FCAT scores were compared to the score that they received after the tutoring strategy.

Who is responsible for monitoring implementation of this strategy?

Guidance Counselors

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Stacy Gotlib	Principal
Amanda Wiles	Principal Intern
Jasmine Hinson	Principal Intern
Chester Boles	Assistant Principal
Meredith Egan	Reading Coach

How the school-based LLT functions

Principal: Oversees the instructional implementation of appropriate reading strategies across the content curriculum. Works with the Reading Coach to identify the tier level of students and assists in placing those students in the appropriate level of reading class.
Reading Coach: Identifies the reading tier of individual students and works to make sure students are properly placed in the appropriate reading tier class. The coach also analyzes the district and state data for reading assessment tools to monitor yearly growth for student achievement. The coach works with the reading teachers to ensure that proper reading strategies are implemented in the classroom.
Reading Teachers: Teachers use state and district recommended and required strategies in the classroom to ensure that the
appropriate curriculum is adhered to for annual growth of student scores.
Team Leaders: Team Leaders work with the Principal and Reading Coach to ensure that appropriate reading strategies are implemented across the various content areas.

Major initiatives of the LLT

School-based Community Literacy Night
School involvement with the District Literacy Fair
Literacy Week Activities
Annual Book Fair
Race to Read Program
Reading Counts Reward Initiative

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The full time reading coach provides reading strategies in the content area to subject area teachers in their PLC meetings. in addition, The reading coach will be providing PD on vocabulary Strategies to Core teachers in PLC meetings. Students in the lowest quartile are grouped by reading teacher. The Double Block intensive reading teachers share strategies for individual students with their core teachers. School wide Professional Development has been given in the area of text dependent questioning and close reading. All teachers, including Social Studies and Science will receive extensive training on the Gradual Release Model. Two representatives from DOE will provide this training.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and

students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events. The school also offers AVID classes for 7th and 8th grade students to prepare them for a future that includes attending college.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature. The AVID elective and AVID courses are centered around exposing students to the college and career opportunities that lie in front of them. Students participate in field studies and class choices that will enable them to be prepared for a future in college.

Strategies for improving student readiness for the public postsecondary level

AVID strategies are promoted school wide. These strategies include: Cornell note taking, learning logs, team building,and time management.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	57%	No	69%
American Indian		0%		
Asian	81%	56%	No	83%
Black/African American	48%	35%	No	53%
Hispanic	59%	52%	No	63%
White	68%	60%	No	71%
English language learners	36%	25%	No	42%
Students with disabilities	35%	28%	No	42%
Economically disadvantaged	55%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	734	56%	69%
Students scoring at or above Achievement Level 4	369	28%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	46%	50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	728	56%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	169	51%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	45	79%	83%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	40%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	51%	64%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	222	47%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		63%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	53%	No	66%
American Indian		0%		
Asian	81%	76%	No	83%
Black/African American	42%	27%	No	48%
Hispanic	56%	49%	No	60%
White	66%	55%	No	69%
English language learners	33%	25%	No	40%
Students with disabilities	33%	25%	No	40%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	681	52%	66%
Students scoring at or above Achievement Level 4	318	24%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		52%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	757	59%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	178	53%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	193	75%	85%
Middle school performance on high school EOC and industry certifications	186	96%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	186	96%	98%
Students scoring at or above Achievement Level 4	123	64%	70%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		0%	
Students scoring at or above Achievement Level 4		0%	

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	52%	62%
Students scoring at or above Achievement Level 4	117	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		80%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	165	11%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	634	45%	47%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	634	45%	47%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	70%
Students taking CTE industry certification exams	0	0%	2%
Passing rate (%) for students who take CTE industry certification exams		0%	80%
CTE program concentrators		0%	0%
CTE teachers holding appropriate industry certifications	0	0%	1%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	84	6%	4%
Students who fail a mathematics course	58	4%	2%
Students who fail an English Language Arts course	131	9%	5%
Students who fail two or more courses in any subject	101	7%	3%
Students who receive two or more behavior referrals	304	19%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	368	23%	15%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Families will be informed through newsletters, ParentLink, Parent Portal, the school webpage, and by email of parental involvement opportunities at RSMS in efforts to increase our overall parental involvement by 5%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental involvement in school activities will increase by 5% for the 2013-2014academic year.	724	60%	65%

Area 10: Additional Targets

Additional targets for the school

We maintain 5 Star status and increase levels of parent involvement in activities including parent/teacher conferences, attendance at after school events such as concerts, family nights, talent shows, academic fairs, and award ceremonies.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will analyze data to design effective differentiated instruction.

Goals Detail

G1. All teachers will analyze data to design effective differentiated instruction.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Reading Coach

- Math Coach

- X-Factor Guidance Counselor

- District Subject Area Specialists

- PD days and early release days

- technology infrastructure

- District assigned DA liaison

- Administrative focus shift- one per core content area

- Strategic placement of highly qualified teachers

- PLC groups meet with administration 1x/week

- Read Out-Loud pushed to all computers

- Remediation for ESE students done during school day

- Data notebooks for all teachers

- Data notebooks for all ESE students

- Morning math in media

Targeted Barriers to Achieving the Goal
- Lack of fidelity to the PLC model

- Proper implementation of data driven instruction

Plan to Monitor Progress Toward the Goal

Teachers will effectively analyze data and then design differentiated instruction based on the findings to improve student performance.

Person or Persons Responsible
Administration, teachers, reading and math coaches

Target Dates or Schedule:
weekly

Evidence of Completion:
lesson plans, student performance on common assessments, pinnacle, myPGS

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will analyze data to design effective differentiated instruction.

G1.B6 Lack of fidelity to the PLC model

G1.B6.S2 Weekly data chats with the PLCs and their administrator to design common assessments, analyze data, and discuss differentiation.

Action Step 1

Weekly PLC team meetings have been scheduled for the school year by the team's Administrator to assist the team in the process of addressing data and the 4 essential questions.

Person or Persons Responsible

Administration and all PLC teams

Target Dates or Schedule

Weekly

Evidence of Completion

PLC agendas and minutes created weekly by team as well as the Administrative PLC rubric used to ensure fidelity to the process.

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Data room usage/maintenance and usage of common assessment data to create differentiated instruction for under performing students.

Person or Persons Responsible

Administration, reading and math coaches, X-factor Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans, PLC minutes, PLC Administrative rubric

Plan to Monitor Effectiveness of G1.B6.S2

Monitor data from common assessments to ensure differentiation is occurring within the classroom.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

weekly

Evidence of Completion

common assessment data, PLC minutes

G1.B6.S4 Creation of a data room

Action Step 1

Create data room that displays performance of all subgroups, school/department goals, and tracks early warning signs.

Person or Persons Responsible

Administrative team, department chairs, PLC's, guidance counselors, reading and math coach

Target Dates or Schedule

Team will attend the October 8 district training for creation of data room and upon return to school site, will begin the creation process for RSMS.

Evidence of Completion

Formation and appropriate use of a Data Room. Use of room during all data sessions with leadership and PLCs.

Plan to Monitor Fidelity of Implementation of G1.B6.S4

Data room usage/maintenance and usage of common assessment data to create differentiated instruction for under performing students.

Person or Persons Responsible

Administration, reading and math coaches, X-factor Guidance Counselor

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, PLC minutes, PLC Administrative rubric

Plan to Monitor Effectiveness of G1.B6.S4

Monitor contents of data room, how PLC's address information within the room, and changes in teachers' plans to account for differentiation.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

weekly

Evidence of Completion

data room, lesson plans, common assessments

G1.B7 Proper implementation of data driven instruction

G1.B7.S1 Pinnacle grade-book walk-throughs by administration

Action Step 1

Administration will regularly perform pinnacle walk-throughs to monitor curriculum implementation and common assessment usage.

Person or Persons Responsible

Administration

Target Dates or Schedule

twice per nine week period

Evidence of Completion

Walk-through documentation within my PGS.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Regular comparisons will be done during pinnacle walk-throughs to ensure members of PLCs are adhering to the decisions about assessment made during PLC meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

trice per 9 weeks

Evidence of Completion

Walk-through documentation within my PGS.

Plan to Monitor Effectiveness of G1.B7.S1

Monitor teacher assessment entries to ensure application of PLC decisions and improvement of PLC performance.

Person or Persons Responsible

teachers, Administration

Target Dates or Schedule

twice per 9 weeks

Evidence of Completion

Walk-through documentation within my PGS.

G1.B7.S7 PLC Data days with training from district subject area specialists and Math/Reading Coaches on designing instruction based on findings during data chats

Action Step 1

PLC teams will be given a full day training once a quater on designing instruction based on data findings during PLC meetings

Person or Persons Responsible

District subject area specialists, reading and math coaches, and all PLC members

Target Dates or Schedule

Before November 1, Before December 15, Before February 15, Before April 15

Evidence of Completion

PLC minutes, common assessments, lesson plans reflecting differentiated instruction

Facilitator:

District subject area specialists

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S7

Plcs will be expected to attend full day training sessions with district personnel to gain a greater understanding of how to design instruction and assessments based on data results of previous assessments.

Person or Persons Responsible

Administration, reading and math coaches

Target Dates or Schedule

Before November 1

Evidence of Completion

PLC minutes, common assessments, lesson plans reflecting differentiated instruction, common assessments

Plan to Monitor Effectiveness of G1.B7.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7.S9 Documentation of strategy implementation for subgroups (ESE, ELL, FRL) in data notebook and lesson plans

Action Step 1

Teachers will document strategies being used to target identified lower performing subgroups in order to close the achievement gap and reach set AMO for that population.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

data notebook documentation and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B7.S9

Monitor documentation and implementation of strategies being used to target identified lower performing subgroups in order to close the achievement gap and reach set AMO for that population.

Person or Persons Responsible

Administration

Target Dates or Schedule

During all teacher conferences

Evidence of Completion

data notebook documentation and lesson plans, documentation in myPGS platform

Plan to Monitor Effectiveness of G1.B7.S9

Monitor student achievement on common assessments.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

pinnacle reports

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

The school offers the following non-violence and anti-drug programs:
• Student mentoring program
• Peer Mediation program
• Crisis training program
• Suicide prevention program
• Bullying program
• Teens against violence by Domestic Abuse Counsel through Personal Fitness classes

River Springs Middle offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes
• Basketball

River Springs Middle School offers the following Career and Technical Courses:
Personal Development
Culinary Careers
Introduction to Agriscience
Orientation to Agriscience
Exploration to Agriscience
Introduction to Technology
Exploring Technology
Exploration of Communications Technology
AVID
Keyboarding

River Springs Middle School offers students' career awareness opportunities through Jr. Achievement programs, the AVID program, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, and Technology career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, FFEA, FCCLA, SGA, Math Counts, Science Olympiad, Yearbook Club, WGTR News Crew, and AVID.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will analyze data to design effective differentiated instruction.

G1.B7 Proper implementation of data driven instruction

G1.B7.S7 PLC Data days with training from district subject area specialists and Math/Reading Coaches on designing instruction based on findings during data chats

PD Opportunity 1

PLC teams will be given a full day training once a quater on designing instruction based on data findings during PLC meetings

Facilitator

District subject area specialists

Participants

all teachers

Target Dates or Schedule

Before November 1, Before December 15, Before February 15, Before April 15

Evidence of Completion

PLC minutes, common assessments, lesson plans reflecting differentiated instruction

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will analyze data to design effective differentiated instruction.	$33,000
	Total	$33,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
PTSA, sub-funds, SAC, District Reading department	$33,000	$33,000
Total	$33,000	$33,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will analyze data to design effective differentiated instruction.

G1.B7 Proper implementation of data driven instruction

G1.B7.S7 PLC Data days with training from district subject area specialists and Math/Reading Coaches on designing instruction based on findings during data chats

Action Step 1

PLC teams will be given a full day training once a quater on designing instruction based on data findings during PLC meetings

Resource Type

Professional Development

Resource

PLC teams will be given a full day of training from district personell once a quarter to better understand designing instruction based on data findings.

Funding Source

PTSA, sub-funds, SAC, District Reading department

Amount Needed

$33,000