

Rock Lake Middle School



2016-17 Schoolwide Improvement Plan

Rock Lake Middle School

250 SLADE DR, Longwood, FL 32750

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0621>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rock Lake Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Rock Lake Middle School (RLMS) is to prepare students to become productive citizens, future leaders and lifelong learners by inspiring and empowering them to excel academically, technologically, physically, creatively and socially.

b. Provide the school's vision statement.

Rock Lake Middle School will provide a safe and culturally diverse and supportive environment to promote learning for all students. We will acknowledge their intellectual, personal, social, physical and creative needs. We will meet these needs within an educational setting that encourages cooperative involvement from all stakeholders to provide a challenging and engaging curriculum, which is rich in technology and celebrates diversity with high expectations for all students.

2. School Environment

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

At RLMS, professional developments for the 2016-17 school year will focus on the staff building relationships with their students. We will also continue to be focused on students who make up the lowest 30% in both the Reading and Math portion of the Florida State Assessment (FSA) and increasing the number of high performing students within the African American, Hispanic, and free and reduced lunch subgroup who will take advanced core courses. Teachers are trained on methods to increase the strength in the relationships with these students.. For example, teachers will hear from speakers with methods beyond direct instruction so as to increase the likelihood of reaching all learners. Teachers are shown, through interactive collaborative methods, how these relationships are crucial as prescribed by the Seminole County Public Schools Instructional Plan. By doing this, teachers will have a better understanding of all students within their classes and their individual academic needs.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

School safety is a critical part of student success at Rock Lake Middle School. The administrative team and staff have enacted measures to provide the safest campus experience possible for students, parents, and staff. For example, as with all schools in Seminole county, all doors, excluding 1 door at the front and two common areas, are locked throughout the school day. For 2016-17, key card locks will continue to be used on the majority of exterior doors. A Seminole County Sheriff's Office Deputy is on campus at all times to provide additional support. The school uses the Seminole County Emergency Preparedness System to address any safety concerns such as bomb scares, active shooter, fire and weather emergencies, hazardous material incidents, and any other emergency where human life is in jeopardy. Drills are conducted, in partnership with local and county authorities, regularly so students and staff are best prepared.

In the event that students within our Autistic Spectrum Disorder (ASD), or Moderately Disabled (MOD) populations are unable to control themselves physically, 14 staff members are trained in Professional Crisis Management (PCM). This method of crisis diffusion is used only when a student

has exhibited continuous self injury, continuous aggression, and continuous harm to himself or others. Within the past year, this method was only necessary twice due to the use of verbal deescalation.

All students at Rock Lake Middle School are held to a behavior intervention plan. This plan is designed to provide behavior interventions for students through reflection and communication with parents in the hopes of a behavior modification prior to a referral to administration. This program, in it's 7th year.

In an effort to empower students to be role models for each other, RLMS has developed the student leadership program. With over 300+ strong, students meet together multiple times a month during the extended homeroom to learn about the four core values of leadership – integrity, respect, courage, and responsibility. They also investigate ways to help address challenges such as bullying, harassment, and making smart decisions. The program, established in 2011, has now grown to include four sections of, “Engaging Citizens Though Learning,” a class that uses the book, 7 Habits of Highly Effective Teens while learning the key aspects of leadership. Throughout the year, the members of this course will develop the activities and will help run the leadership program during homeroom.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The behavioral process at Rock Lake Middle School begins with the training of teachers at the start of each year during pre-planning meetings. This training encompasses the school wide behavior plan, and focuses not only district-wide responses to intervention, but also on reporting behavior issues within the school (using the behavior intervention form and the district referral form). Following the training, the expectation is that all teachers follow the behavior plan throughout the year.

At the start of each year, teachers review the school-wide expectations regarding behavior and safety. Also, they review classroom rules and expectations throughout the year. In many cases, teachers work collaboratively with students to create classroom rules for safety and behavior so students are stakeholders in their behavior.

In an effort to promote a positive behavior support culture throughout the school, students are encouraged to participate in the RLMS Leadership program. This proactive initiative is designed to teach students the proper methods of addressing key social topics such as bullying, harassment, team building, and the inclusion of all students (regardless of race, color, disability, etc.). Students are also taught the importance of being an "Upstander" (taking a proactive stance) as opposed to being a bystander. This program represents approximately 30% (300 students) of the school population.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Through professional developments offered throughout the school year, teachers are taught the many warning signs of students by trained counselors. Two of these activities involve mandatory reporting of abuse and recognizing child abuse as mandated by the county. Teachers report whenever they see any of these signs to guidance and administration. Guidance will involve parents, administration, and any resources to help the whole student. Following the initial contact, guidance and administration follow up with the parents and students to ensure their continued safety and success.

The school also follows a multi-tiered system of support (MTSS) to help students who are struggling as well. Students are appropriately tiered based on data from teachers, standardized test scores,

classroom level data, and cumulative Grade Point Averages (GPA's). From this, decision are made regarding appropriate levels of support. This may include classroom accommodations, mentoring, guidance support, or any other resources available from the county to help support the whole student. The MTSS core team meets weekly to monitor these students and any other students recommended for the program. The monitoring consists of review of classroom level data and teacher input.

In an effort to build strong relationships with students who struggle academically, a school-wide mentoring program was implemented. This program focuses on teachers helping students outside of academic concerns so that the needs of the whole student are addressed. In addition, a community-based mentoring program is currently being established in an effort to provide additional support.

3. Early Warning Systems

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

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	2	5	5	0	0	0	0	12	
One or more suspensions	0	0	0	0	0	0	0	4	0	0	0	0	0	4	
Course failure in ELA or Math	0	0	0	0	0	0	5	7	4	0	0	0	0	16	
Level 1 on statewide assessment	0	0	0	0	0	0	54	53	47	0	0	0	0	154	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	5	8	3	0	0	0	0	16

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Rock Lake Middle School has employed numerous activities to provide the greatest opportunity of success for students identified using the early warning system. For example, for the past five years, the school has implemented the "Success Team" initiative. This program identifies non-exceptional education students who are in critical need of academic assistance based on prior year final GPA, results in statewide assessments, and prior year teacher input. Once these students are identified, they are placed either on the "Success Team," where Ms. Barbara Gruber, Success Team Coordinator, meets weekly with the student to review academic and social progress, or on "monitor status," where Ms. Gruber monitors the student's academic progress. In both cases, Ms. Gruber is in constant communication with the parents/guardians.

The MTSS core team, comprised of the assistant principal who oversees MTSS (Marc Pitters), the dean (Tim Bair), both guidance counselors (Babita Hinduja and Angela Stuffle), the Success team coordinator (Barbara Gruber), Tom Snead (teacher representative - Science), and the instructional coach (Laura Adlam), meet weekly to discuss attendance data, suspension data, and those students failing ELA or Math. Based on the data, students are placed on "tiers" as prescribed by the MTSS model. Interventions are created based on the needs of the student and this information is communicated to the teachers for implementation. Teachers use this information and use strategies such as differentiation of instruction, grouping of students for the purpose of collaboration, reciprocal teaching, and others.

For the 2016-17 school year, a school-wide mentoring initiative has been implemented. This program pairs students who were identified as Level 1 or 2 in either the ELA or Math portion of the FSA with teachers so that each student has an additional avenue of support to achieving success. Each teacher has no more than 7 students and, when possible, these students are placed in their homeroom. The primary focus of the program is to build strong relationships with the students and to oversee all aspects of their career at Rock Lake Middle School.

As an additional opportunity to assist students identified in the early warning system as well as those who are tiered on the MTSS, both before and after-school tutoring is available. In the teacher-facilitated morning session, students address key basics concepts regarding both Math and Reading (through Study Island, Khan Academy, and Achieve 3000), to help increase fluency. In the after-school tutoring session, students use Khan Academy, Achieve 3000, and Study Island with teacher support.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the Seminole County Public Schools (SCPS) Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and Parent Booster Boards, (6) inviting families to attend Parent Booster meetings and participate in school related events, (7) a large presence using multiple social networking platforms (Twitter, Remind, Facebook), as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Teachers and administrators are continually involved in local events and are often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partner program. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. For 2016-17, an increased focus on participation with the local chambers of commerce. Moreover, local city leaders have been and will continue to participate in campus initiatives.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Rodriguez, Jordan	Principal
Basilo, Eric	Assistant Principal
Adlam, Laura	Instructional Coach
Bair, Timothy	Dean
Pitters, Marc	Assistant Principal
Dalton, Jianna	Instructional Technology
Sabatino, Cindy	Instructional Coach
Hartsfield, Kristie	Instructional Coach
Stufflet, Angela	School Counselor
Hinduja, Babita	School Counselor
Gruber, Barbara	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Dr. Jordan Rodriguez is the principal. He oversees all school processes and personnel. He is active in all aspects of the school including the local community and seeking to establish relationships with local leaders. He provides an overarching vision pertaining to the direction in which the school will continue to move forward.

Dr. Eric Basilo is the Assistant Principal who oversees the Math, Science, and elective courses as well as standardized testing, the master schedule, professional development, technology, the School Improvement Plan, the Advanced Opportunity Program (focus on African American, Hispanic, and Free and reduced lunch students taking one or more core advanced course), attendance, and the high school transition program.

Marc Pitters is the Assistant Principal who oversees the Language Arts, Reading, English Language Learners (ELL), Social Studies, and Exceptional Student Education (ESE) courses as well as discipline, MTSS, Truancy, the clinic, facilities, School Safety and Security, interns, new teachers, and athletics.

Dr. Tim Bair is the dean of students. Along with discipline, he oversees transportation, attendance/truancy, positive behavioral support (PBS), the dividend volunteer program, and is a member of the MTSS team.

Barbara Gruber is the Success team program coordinator. She is in charge of monitoring students who are enrolled in the Success team. This includes monitoring academic, behavior, and social interactions to ensure the student has the greatest opportunity for success. She also is the teacher leader for the MTSS program.

The guidance department (Babita Hinduja and Angela Stufflet) identifies a subgroup of the MTSS students that would benefit from additional support regarding academics as well as emotional, behavior, and social issues. Also, they play a key role in MTSS meetings, and provide input regarding the school-wide MTSS program.

Gianna Dalton is our Educational Technology Facilitator (ETF). Along with her primary role as supporting all of the technology and training teachers on effective uses of the technology, she also is key to professional development and testing.

Laura Adlam is the school instructional literacy coach. She monitors and supports MTSS students through reading and math. She tests students to ensure proper reading placement, and assist teachers by providing support regarding literacy interventions and strategies in all courses. She also oversees the NGCAR-PD program for teachers to provide additional reading support within classes.

Our instructional coaches (Cindy Sabatino and Kristie Hartsfield) provide support for teachers and collaborate with them to help improve instruction within the classroom.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

RLMS has a core Multi-Tiered System of Supports (MTSS) problem-solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem-solving process to identify students who are at-risk in academics and/or behavior

and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Rock Lake Middle School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marjorie Guilbeau	Parent
Jordan Rodriguez	Principal
Alex Bugallo	Parent
Wanda Chandia	Parent
Kimberly Kapes	Parent
Kathleen Van Cleave	Parent
Jason Walker	Parent
Thomas Bugos	Teacher
Linda Gonzalez	Teacher
Lisa King	Teacher
Tammy Bass	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Each member of the SAC was given a copy of last year's School Improvement Plan and was asked to review it. Input from the SAC was collected. The SAC determined a focus should be placed on closing the achievement gap as well as training the parents so they are informed on critical factors such as the daily routines at the school, Marzano strategies for effective teaching, the Florida Standard Assessment (FSA), and ways to increase community involvement.

b. Development of this school improvement plan

The SAC plays a crucial role in the creation of the SIP. Once the data is compiled, the SAC reviews this data and suggests goals. These goals are brought back to the Curriculum leaders and the final goals are completed. They SAC then reviews the SIP and approves it.

c. Preparation of the school's annual budget and plan

The budget was discussed at the September meeting. It was explained to the SAC that the goal of the SIP funds is to support the school improvement goals. It was decided by an 11-0 vote (in favor) to use the funds for materials, professional development, and resources; all which must meet the criteria of supporting student achievement.

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

In 2015-16, the SAC had was afforded a budget of \$2087.99. \$1752 was used to continue the site license for Study Island - a computer-based program designed to provide additional support and enrichment for students in Math, Reading, and Science. The remaining \$335.99 was rolled over to the 2016-17 budget.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pitters, Marc	Assistant Principal
Adlam, Laura	Instructional Coach
Basilo, Eric	Assistant Principal
Dalton, Jianna	Teacher, K-12
Hartsfield, Kristie	Instructional Coach
Sabatino, Cindy	Instructional Coach
Rodriguez, Jordan	Principal
Gruber, Barbara	Teacher, K-12
Hinduja, Babita	School Counselor
Stufflet, Angela	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Six teachers have completed the NGCAR-PD process and are now certified. This will provide students increased exposure to high-level Reading strategies within content courses.
2. Depth of Knowledge (DOK) levels and levels of complexity across the subject areas monitored by administration and Instructional Coaches.
3. Achieve 3000 will begin implementation in October of 2016 and be used as the main program within the Reading department and as additional support in ELA, Science, and Social Studies.
4. Student awareness of Florida Standards through Achieve 3000 and Study Island as the programs are aligned to Florida Standards.
5. EdInsight data from struggling learners (Level 1 and 2 in the 2016 ELA and Math portions of the FSA) is used to drive instruction.

6. Marzano Indicator Strategies
7. Read to Lead (Level 1 or 2 Readers) Bowl and Battle of the Books (Higher level) Team
8. After school tutorial for any struggling students.
9. ESE support through Support Facilitation Logs and IEP Binders for teachers.
10. Communities of Learners (COL) are centered on student achievement (with emphasis on Test Item Analysis and collaboration across curriculum subject areas).
11. One additional teacher (Lisa King) is currently enrolled in the University of Florida coaching program which will train her to assist teachers in the improvement of literacy campus-wide.

D. Public and Collaborative Teaching

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

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

All core departments have a common planning period. The goal is for teachers to work collaboratively in communities of learning (COL) meetings to create common assessments and common plans. This will benefit all students as instruction occurs concurrently throughout the campus. For those teachers who do not have common plan, time is given at least once a month for them to work with other teachers who teach the same subject to accomplish the same goal. This time is also used for cross-curricular planning to help drive instruction.

To help promote positive relationships and collaboration, teachers on assignment from the county conduct professional development activities on campus. These activities are designed to increase cognitive complexity, stress the importance of increased Depth of Knowledge (DOK) when presenting standards-based lessons, and shows the many advantages of planning collaboratively.

To encourage teacher collaboration, teachers are given increased responsibilities as it relates to professional development. Teachers will serve as campus leaders in presenting high yield instructional strategies.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

RLMS has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is

given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

b. Instructional Strategies

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

Each week, teachers and their supervising administrator meet as a Community of Learning (COL) to discuss all forms of student and classroom data. Teachers take the data and collaborate on ways to differentiate instruction to meet the needs of all students. Within the COLs, teachers discuss data as specific as item analysis for common assessments so as to develop lessons that truly address the needs of their students. Within their plans, teachers reflect on the lessons, discussing data-driven results and potential options to improve during the current lesson.

Students who score a level 1 on the ELA portion of the FSA are placed in intensive reading courses designed to increase their fluency and comprehension. For those who do not take intensive reading and struggle (Level 2 in the ELA portion of the FSA), six teachers are certified in Next Generation Content-Area Reading (NGCAR) which provides students with additional reading strategies within their content area.

Select students who score a level 1 or 2 in the Math portion of the FSA are placed in intensive math courses. The course is designed to supplement their Math course with topics that students commonly struggle with and provide differentiated instruction to help with their particular needs.

This school year, 6th grade students are offered Critical Thinking, Problem Solving, and Learning Strategies as an elective. This semester course was deliberately chosen to provide students of all learning levels with the skills necessary to be successful in all classes.

To ensure that students from all subgroups are equitably represented within advanced core courses,

RLMS has targeted and tracked students who have demonstrated an ability to be successful in these courses but have not chosen to enroll in them. Through face to face and digital promotion, the staff has increased the percentage of eligible advanced opportunity students who are currently taking at least one advanced core course. To ensure their best opportunity for success, these students are closely monitored and if a need is seen at any point in the school year, students are provided additional support.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,520

The After-School Tutorial Program is designed to assist both Exceptional Education and Regular Education students who earned a Level 1 or Level 2 in the Reading or Math portion of the FSA exam, or students who are part of our MTSS program. Students are recommended for the program and parents elect for them to participate. Students are given enrichment activities designed to assist in acceleration towards proficiency in both Math and Language Arts.

Strategy Rationale

By providing additional support for students in a smaller setting, some of the common challenges associated with Math and Reading can be addressed.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adlam, Laura, laura_adlam@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected using computer-based programs such as Study Island, Khan Academy, and Achieve 3000, as well as data acquired through their core classes such as grades, progress monitoring, and teacher communications acquired from Barbara Gruber, Success Team program coordinator.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

At RLMS, we strive to make this transition as smooth and comfortable as possible. In December of their 5th grade year, we invite students and parents from our feeder schools to our Science curriculum night. This gives them the opportunity to see what RLMS has to offer with regards to core and elective courses that focus around our target area of interest. Teachers from Science and other courses are available to help answer questions regarding our programs.

For rising 8th grade athletes, athletic directors and administrators from our feeder high schools met to discuss and establish expectations of student athletes at the high school level. During this meeting,

the focus of the conversation included behavior, academic expectations, and being held accountable for their actions on and off the field. Time was also spent discussing social media awareness.

In late January, we have our 5th Grade Parent Night to prepare parents for the upcoming year. At this event, we discuss key programs as well as what is needed to be successful at RLMS in the fall. Also in January and February, guidance counselors, administration and the educational technology facilitator (ETF) travel to our main feeder schools to assist students with scheduling. Students enter in their four core courses via computers in their current computer lab, and the MS team provides support.

For our outgoing 8th grade students, counselors and other representatives from the feeder high schools visit RLMS in January to discuss high school life and the requirements for success. Also, high school representatives assist with scheduling the 8th graders. All high schools hold an 8th grade parent night to help prepare their parents for the fall.

Throughout the year, representatives from both elementary and secondary levels meet to ensure the alignment of expectations and content exists. At these meetings, school performance data from each level is analyzed in an effort to target specific student deficiencies.

b. College and Career Readiness

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

All students are required to complete either the state Choices program designed to help them map out a future career path or the Career and Technical Occupations and Career Planning program (iJourneys). A semester course has been created by highly skilled SCPS middle school and high school teachers who want to provide students with an exciting way to learn important skills that will be helpful to them in high school, college, and future careers. This will be a blended course: that means that part of the instruction will be led by the classroom teacher and part of the class will take place online in Canvas, a digital learning space available to SCPS teachers and students! Students will learn how to communicate using technology in different ways, collaborate with classmates to produce real-world applications, and create an amazing portfolio that reflects who they are. This year, RLMS has made a concerted effort to reach out to local business and community leaders. Through these partnerships, RLMS has developed a consistent pipeline of speakers who can share insight on various career opportunities.

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

Rock Lake Middle School has an area of exploration in Digital Technology Pathways. For this reason, we offer elective courses designed to expose students to different avenues of the technological world. In our pre-robotics and robotics courses, students go beyond the regular Science curriculum to investigate STEM topics, such as robotics, genetics, and other scientific-based fields of study that may only be briefly addressed within the regular science classroom. In our web design course, students learn the basics as to how to develop their own website using html. In our video gaming course, students will learn how to develop their own video game using the "Scratch" program. This is along with the Career and Technical Occupations and Career Planning program (iJourneys) as stated above.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

All of our courses are designed to prepare students for High School and beyond. We offer multiple ways for students to accelerate the learning process through traditional classroom settings as well as both on and off campus ePathway (virtual) opportunities. For example, students are able to take multiple courses that earn them high school credit toward graduation such as Biology Honors, Spanish 1, Algebra and Geometry. Our guidance counselors collaborate with the high school counselors so that our students are properly placed based on their ability level. To better prepare our struggling intensive reading students, the counselors present information about the transition to high school.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Throughout the year, 8th grade teachers are using strategies to prepare students for high school. These strategies are aligned with the elements outlined in the Seminole County Public Schools Instructional Plan. Furthermore, the feeder high schools provide opportunities for 8th grade students to experience brief snapshots of the high school. For example, each feeder has a middle school band night for all 8th grade band members where students have the opportunity to play with the high school band at a football game.

Members of the high school guidance departments offer information sessions designed to help acclimate students to high school. At each session, specifics regarding programs offered and course selection are discussed long with the necessary tools for high school success.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Administrators and teachers at Rock Lake Middle School will develop positive relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA and Math, and satisfactory achievement in Science and Civics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Administrators and teachers at Rock Lake Middle School will develop positive relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA and Math, and satisfactory achievement in Science and Civics. **1a**

 G086301

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	71.0
FSA Mathematics Achievement	75.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	62.0
FCAT 2.0 Science Proficiency	72.0
ELA/Reading Gains	62.0
Civics EOC Pass	87.0
Math Gains	69.0
5Es Score: Collaborative Teachers	65.0

Targeted Barriers to Achieving the Goal **3**

- A disproportionate number of high performing African American, Hispanic, and Free and Reduced Lunch students in advanced courses
- A lack of time contributes to an inconsistent use of high rigor and complexity in daily instruction and the ability to implement differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Classroom walk through feedback to include face to face feedback from walk through data
- Support Facilitation for MTSS and Exceptional Education students
- After School Tutorial
- Professional Learning Communities/Communities of Learning
- Professional development focused on building relationships and methods to help differentiate instruction
- Computer Based Programs (Study Island, Achieve 3000, Khan Academy)
- Data Program - EdInsight
- Marzano professional developments that focus on students within the achievement gap
- An increase in the number of blended courses
- Instructional coaches for teachers
- Leadership courses for students
- The addition of critical thinking and speech and debate courses
- School-wide mentoring program for lowest 30% students

Plan to Monitor Progress Toward G1. 8

Data from all three administrations of the nine weeks' exams in all core courses will be compared. Also, data from the two administrations of the writing PMA will be compared. This comparison will be completed using EdInsight. By doing this, gaps and misconceptions can be monitored to assist students with success on standardized tests.

Person Responsible

Eric Basilo

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students will demonstrate increased mastery of standards at the appropriate level of rigor.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. Administrators and teachers at Rock Lake Middle School will develop positive relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA and Math, and satisfactory achievement in Science and Civics. **1**

 G086301

G1.B1 A disproportionate number of high performing African American, Hispanic, and Free and Reduced Lunch students in advanced courses **2**

 B229302

G1.B1.S1 Increase the number of African American, Hispanic, and Free and Reduced Lunch students in advanced courses **4**

 S241818

Strategy Rationale

By increasing the number of students from these three groups in advanced and gifted/talented courses, you will increase their level of academic knowledge and exposure.

Action Step 1 **5**

Review course choices of students who are identified as high performing African American, Hispanic, and free and reduced lunch (Advanced Opportunity - AO) students to ensure they have chosen courses at the appropriate academic level.

Person Responsible

Eric Basilo

Schedule

Annually, from 5/1/2016 to 5/27/2016

Evidence of Completion

Review student course requests/selections and provide additional information to parents and students regarding the benefits of taking advanced courses so that the appropriate level of course will be selected. Students will change their core course decision from standard to advanced and/or gifted and talented in as many as all four core courses.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and teachers review classroom grades, discipline and attendance data of students from the Advanced Opportunity group.

Person Responsible

Eric Basilo

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrative team and teachers will develop lists of AO students who are struggling and provide additional support to these students based on their needs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ensure that AO students are successful by monitoring multiple data points and providing additional support with struggling students.

Person Responsible

Eric Basilo

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administration and teachers will closely monitor grades, attendance, and discipline to ensure that students who are struggling are identified and additional support can be provided. When a struggling AO student is identified, administration or teachers of the student will work collaboratively to ensure they receive additional support through teacher tutoring, computer-based programs (Khan academy, study island, and Achieve 3000), or after school tutorial.

G1.B2 A lack of time contributes to an inconsistent use of high rigor and complexity in daily instruction and the ability to implement differentiated instruction **2**

 B229303

G1.B2.S1 Utilize high-performing COLs that focus on formative student data that results in differentiated instruction and increased overall student achievement. **4**

 S241819

Strategy Rationale

By ensuring COLs are focused on an increase in consistent use of high level complexity and rigor, student achievement on standardized testing in the form of learning gains will occur.

Action Step 1 **5**

Provide teachers professional development designed to increase the consistent use of high levels of complexity and rigor, to implement the use of differentiated instruction, and techniques for student-owned progress monitoring.

Person Responsible

Eric Basilo

Schedule

Monthly, from 8/10/2016 to 5/5/2017

Evidence of Completion

Teachers will complete learning logs and develop departmental plans for implementation within the core subjects.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Teachers will conduct lessons rich in rigor containing high levels of complexity, and the use of differentiated instruction. These lessons will include students tracking their own progress.

Person Responsible

Marc Pitters

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administration will monitor, through classroom observations, and provide feedback regarding the level of complexity, depth of knowledge, the use of differentiated instruction, and how students monitor their own progress.

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

Review data from classroom assessments.

Person Responsible

Jordan Rodriguez

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

An increase in student mastery of classroom assessments, including nine week's exams.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A313004	Review course choices of students who are identified as high performing African American,...	Basilo, Eric	5/1/2016	Review student course requests/ selections and provide additional information to parents and students regarding the benefits of taking advanced courses so that the appropriate level of course will be selected. Students will change their core course decision from standard to advanced and/or gifted and talented in as many as all four core courses.	5/27/2016 annually
G1.B2.S1.A1 A313005	Provide teachers professional development designed to increase the consistent use of high levels of...	Basilo, Eric	8/10/2016	Teachers will complete learning logs and develop departmental plans for implementation within the core subjects.	5/5/2017 monthly
G1.MA1 M322686	Data from all three administrations of the nine weeks' exams in all core courses will be compared....	Basilo, Eric	8/10/2016	Students will demonstrate increased mastery of standards at the appropriate level of rigor.	5/26/2017 weekly
G1.B1.S1.MA1 M322682	Ensure that AO students are successful by monitoring multiple data points and providing additional...	Basilo, Eric	8/10/2016	Administration and teachers will closely monitor grades, attendance, and discipline to ensure that students who are struggling are identified and additional support can be provided. When a struggling AO student is identified, administration or teachers of the student will work collaboratively to ensure they receive additional support through teacher tutoring, computer-based programs (Khan academy, study island, and Achieve 3000), or after school tutorial.	5/26/2017 weekly
G1.B1.S1.MA1 M322683	Administration and teachers review classroom grades, discipline and attendance data of students...	Basilo, Eric	8/10/2016	Administrative team and teachers will develop lists of AO students who are struggling and provide additional support to these students based on their needs.	5/26/2017 weekly
G1.B2.S1.MA1 M322684	Review data from classroom assessments.	Rodriguez, Jordan	8/10/2016	An increase in student mastery of classroom assessments, including nine week's exams.	5/26/2017 biweekly
G1.B2.S1.MA1 M322685	Teachers will conduct lessons rich in rigor containing high levels of complexity, and the use of...	Pitters, Marc	8/10/2016	Administration will monitor, through classroom observations, and provide feedback regarding the level of complexity, depth of knowledge, the use of differentiated instruction, and how students monitor their own progress.	5/26/2017 biweekly

V. Professional Development Opportunities

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

G1. Administrators and teachers at Rock Lake Middle School will develop positive relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (Learning Gains) for one year of instruction in ELA and Math, and satisfactory achievement in Science and Civics.

G1.B2 A lack of time contributes to an inconsistent use of high rigor and complexity in daily instruction and the ability to implement differentiated instruction

G1.B2.S1 Utilize high-performing COLs that focus on formative student data that results in differentiated instruction and increased overall student achievement.

PD Opportunity 1

Provide teachers professional development designed to increase the consistent use of high levels of complexity and rigor, to implement the use of differentiated instruction, and techniques for student-owned progress monitoring.

Facilitator

Master teachers, DTL specialists, instructional coaches

Participants

Teachers

Schedule

Monthly, from 8/10/2016 to 5/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Review course choices of students who are identified as high performing African American, Hispanic, and free and reduced lunch (Advanced Opportunity - AO) students to ensure they have chosen courses at the appropriate academic level.				\$0.00
2	G1.B2.S1.A1	Provide teachers professional development designed to increase the consistent use of high levels of complexity and rigor, to implement the use of differentiated instruction, and techniques for student-owned progress monitoring.				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	643-Capitalized Hardware and Technology-Related Infrastructure	0621 - Rock Lake Middle School	School Improvement Funds	2.0	\$4,200.00
			Notes: Following the professional development activities listed above, the intent is to purchase additional technology to support help raise student engagement and provide a culture rich in deep learning.			
Total:						\$4,200.00