

Rockway Middle School



2016-17 Schoolwide Improvement Plan

Rockway Middle School

9393 SW 29TH TER, Miami, FL 33165

<http://rockway.dadeschools.net/>

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 | Yes | 84% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | B* | 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 Dade 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 Rockway 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.

Rockway Middle School's mission is to provide a nurturing and mutually respectful environment that focuses on the child as a whole in order to prepare productive citizens in our society.

b. Provide the school's vision statement.

Educators at Rockway Middle School strive to give students the skills they need to cope with life's successes and disappointments.

2. School Environment

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

Rockway Middle School will:

- infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

- work diligently to increase participation in the Parent Teacher Student Association (PTSA) and participation in our Parent Academy which assists and educates families toward improving the life experiences of their children.

- will assure that all students participate in grade level meetings/assemblies where they learn their roles and purpose at the school, as well as listen and discuss positive ways to manage relationships and address differences among their peers.

- that the school counselor works closely with administrators to guide and support those students struggling with academic, behavioral or social issues.

- provide opportunities for students to join clubs, or participate in meetings/events that provide opportunities to make new friends and have a richer middle school experience; PTSA, Student Council, Chess, Robotics, Law Studies, Sports, Drama, National Junior Honor Society, Band/Music program, High School Magnet Fair, Roxy Theater Group After School Program,

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

Rockway Middle School will:

- have a school security plan in place that creates a a safe and respectful place for students before, during and after the regular school day. Supervision is conducted by administrators, security personnel and designated school staff.

- provide students with a welcoming atmosphere from arrival to dismissal. (Prior to starting their school day students can participate in a free school-wide breakfast everyday as well participate in after school clubs, sports and study programs).

- assure that administration and staff work carefully to provide a safe environment for all students by outlining expectations, fostering and modeling attitudes of respect for others which are free from discrimination and/or harassment.

- assure that adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/ dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- maintain security personnel responsible for monitoring key areas of the building, as well as a security camera system that is useful in monitoring the large majority of the school campus.

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.

Rockway Middle School works hard to aide students and minimize unnecassary ditractions during the school day:

- Welcome Back Orientation for 6th graders and all new students to the school.
- Grade level behavioral expectations are conducted by school administrators and selected staff.
- Academic and behavioral expectations are posted in all classrooms.
- Behavior concerns are addressed efficiently(counseling, conferences, detentions, referrals, inddor and outdoor suspensions as deemd necessary)
- Individualized incentives and special group activities used to encourage good behavior and academic success
- Administrators and counselors are visible throughout the day, especially during lunch time to encourage proper behavior and minimize bahavioral issues.
- Good attendance is emphasized to both parents and students. Awards are presented quarterly and at the end of the year to students displaying superior attendance. Tardy sweeps are conducted by administration to reduce tardiness and disruptions.

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.

Rockway Middle School works to ensure that the social-emotional needs of all students are being met. The Student Services department is always available to assist students and parents in meeting the child's social-emotional needs. As necessary;

- Students are allowed to visit the school counselor to discuss any problems or concerns,
- Parents are encouraged to meet the school counselor and discuss any worries or concerns for the students.
- Teachers seek the assistance of the Student Services department as situations arise requiring support for students.
- The school seeks support from Social Workers, School Psychologists and other district professionals when the appropriate student needs arise.
- Administrators and staff are visible throughout campus and make themseleves available to students and parents as necessary.
- Tutoring is offered in a variety of subject areas.
- Various school clubs are available to meet individual student needs (Chess, Robotics, NJHS, Student Council, Intramural Sports)

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.

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Send letters home for those students with 3 unexcused absences
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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 | 4 | 2 | 14 | 0 | 0 | 0 | 0 | 20 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 16 | 14 | 0 | 0 | 0 | 0 | 37 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 34 | 28 | 0 | 0 | 0 | 0 | 104 |

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 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 3 | |

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

- Progress Reports
- Planned Discussions, Goal Setting for identified students;
- Notification procedures for parents; teacher, team, administrative and student services meetings with parents to address concerns;
- Student counseling and mentoring;
- Provide intervention and tutoring opportunities for identified students.
- Provide research based instruction for struggling readers; Scholastic Read 180, Inside, System 44, etc.
- Student data chats;
- Provide progress monitoring for students in Reading and Math through iReady.

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?

Yes

1. PIP Link

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

2. Description

N/A

Rockway Middle School will be using the Parental Involvement Plan to meet this requirement

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.

- Rockway has developed partnerships with Publix Supermarket, Dunkin Donuts, WinnDixie, Honey Baked Ham as well as other local businesses. They have all provided donations to needy families and have assisted the school on a variety of special occasions through our partnership.
- Rockway partners with the Metro Dade Police Department and the "Do The Right Thing Program" which rewards kids for academic improvement, good behavior and citizenship.
- Davis Vision provided students and families with free vision screenings during Open House.
- Fit Kids and the Roxy Theater Group provide after school programs for Rockway students.
- The school's Jazz Band and Chorus participate in concerts throughout the community.
- Our Principal encourages members of the community to come and participate in Principal for a Day.

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 |
|------------------|---------------------|
| Otero, Josephine | Principal |
| Penton, Hebert | Assistant Principal |
| Rodriguez, Maria | Teacher, K-12 |
| Sanchez, Noel | Teacher, K-12 |
| Caceres, Sarah | Teacher, K-12 |
| | 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.

MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following:

Tier 1 (Leadership Team)

-Melanie E. Megias, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

-Hebert Penton, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, Conducts assessments of MTSS/Rtl skills of school staff, and ensures implementation of intervention support and

documentation.

-Alejandro Suarez, Social Studies, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials / instruction with Tier 2/3 activities.

-Maria Rodriguez, Media Center Specialist: Provides technical support to teachers and staff regarding data management and display. Participates in student data collection, develops technology necessary to manage and display data.

-Noel Sanchez, Students Services, Department Chair: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students.

-Madley Ambrose, Exceptional Student Education (ESE), Department Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

-Maria Bertot, Mathematics, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Susan Chue00, Electives, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Belgica Lopez, ESOL, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Sara Caceres, Language Arts, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Rosa Rengifo, Science, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

Tier 2

Selected members of the MTSS Leadership Team (Reading Coach, Language Arts, and Math Department Heads) will conduct regular meetings to analyze data and evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members (including teachers, counselors, administrators) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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.

The following steps will be considered by Rockway Middle School's Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS/RtI Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year. The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RtI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

At Rockway Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs

are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CCESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

The student services department at Rockway Middle School identifies and works closely with "at risk" students in order to ensure that all students get promoted. District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

N/A

Title III

Rockway Middle School uses Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
- tutorial programs (K-12)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Rockway Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of

its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Rockway Middle School is currently implementing the TRUST (To Reach Ultimate Success Together) Program which is a comprehensive assistance program designed to provide services to students who are experiencing problems with substance abuse, stress, suicide, isolation, family violence and other self-destructive behaviors or crisis. We also have the Youth Crime Watch program at Rockway Middle School as a partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence.

Nutrition Programs

1) Rockway Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) Rockway Middle School is currently implementing the Alliance for a Healthier Generation program to promote health and nutrition.

Housing Programs - N/A

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to parents to visit our resource center to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Improve Grant Fund/School Improvement Grant Initiative

Rockway Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I

School Improvement Grant/Fund support funding and assistance to schools in Differentiated

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------------------------|----------------------------|
| Melanie E. Megias | Principal |
| Purcheria Rolle | Teacher |
| Alain Melo | Teacher |
| Carmen Ortega | Teacher |
| Maria Rodriguez (EESAC Chairperson) | Teacher |
| Alejandro Suarez | Teacher |
| Sarah Caceres | Teacher |
| Ileana Atencio | Teacher |
| Maria Alvarez | Education Support Employee |
| Antonio Pujala | Parent |
| Lesly Pujala | Parent |
| Ana Maria Delgado | Parent |
| Jeannette Espinosa | Parent |
| Ioneth Sanchez | Parent |
| Alex Hernandez | Business/Community |
| Regla Varela | Parent |
| Marlena Perez | Parent |
| Amy Herrera | Student |
| Stephen Espinoza | Student |
| Elmer Muniz | Student |
| Marisela Palacios | Business/Community |

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

EESAC:

- reviews the SIP draft
- provides feedback,
- determines if the allocated funds are appropriately budgeted to support student achievement,
- evaluates the school's Vision and Mission,
- assures that SIP aligns with District Strategic Plan Goals
- approves and supports the School Improvement Plan.

b. Development of this school improvement plan

The school's EESAC will assist with the process of the SIP development.

- On scheduled meeting dates the EESAC will evaluate data and assist with goal setting to assure that School Improvement Plan decision making is positively impacting student academic growth.
- In collaboration with the principal at Rockway Middle School, the EESAC will monitor the School Improvement Plan throughout the year and participate in the decision making process if any changes or adjustments are necessary.

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

- EESAC must advise the principal in the development of the school's budget
- Help make decisions for the use of the EESAC funds at the beginning of the school year
- Help make a decision on how to spend School Recognition money jointly with the the staff of the school.

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

The projected use of school improvement funds will be towards:

- Student and Staff incentives: \$ 2,999.00
- The remaining funds will support Literacy and instructional initiatives

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 |
|------------------|---------------------|
| Otero, Josephine | Principal |
| Penton, Hebert | Assistant Principal |
| Rodriguez, Maria | Teacher, K-12 |
| Caceres, Sarah | Teacher, K-12 |

b. Duties

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

The Literacy Leadership Team at Rockway will work collaboratively with all of the content area teachers to promote literacy and set reading goals. Data is gathered from a variety of assessments including the previous year's standardized tests, baseline and interim assessments, as well as CELLA testing for ELL students. After examining data instructional calendars are adjusted as necessary and individual student support is provided as needed. The LLT Team will assure that Reading classes are implementing the curriculum with fidelity as outlined in the district Comprehensive Student Reading Plan which focuses on the six essential components of reading instruction (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension). The LLT Team will work with the entire faculty to include competitive Literacy related opportunities for students as well as providing opportunities for parents to participate in Literacy related school events..

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.

Rockway has designed a weekly meeting schedule that facilitates departmental meetings for each teacher to meet with colleagues in a cooperative and collaborative manner. In these departmental meetings teacher share best practices and work collaboratively with the ultimate goal of improving student instruction. Teachers also have opportunities to collaborate during Faculty Meetings, Early Release Professional Development days as well as during district mandated Teacher Professional Development dates. Research-based protocols are utilized to focus meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

- Work closely with local colleges and universities and accept internship partnerships with their students.
- Provide mentor-ship opportunities for new teachers by partnering them with veteran faculty.
- Provide professional development opportunities for new teachers to enhance their classroom instruction.
- Stay up-to-date on College campus Job Fairs and e-recruiting at Universities.
- Provide continued administrative support for new teachers by maintaining an open door policy, as well as maintaining continued visibility by conducting informal observations and classroom walk-throughs.

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

- The school will identify veteran teachers interested in serving as mentors.
- Mentor and new teacher will meet bi-weekly to discuss evidence-based strategies for each teaching domain.
- The new teacher will be provided Professional Development opportunities through out the school year.
- The new teacher will be afforded coverage time to visit and observe model classrooms and best practices through out the school building.

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.

- Rockway Middle School teachers work collaboratively to implement the district provided pacing guides and focus calendars to ensure the Florida Standards are addressed effectively.
- The school's instructional coaches and department heads share the latest information provided at district professional development meetings and curriculum meetings.
- Teachers are provided access to the FSA and CPALMS websites for the latest information on the state's curriculum to further align their classroom instruction.
- Teachers attend District Instructional Professional Development to stay up-to-date on the latest changes or enhancements to State and local curriculum 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.

Rockway Middle School uses multiple sources to review data in efforts to differentiate instruction to meet the needs of students by:

- Holding meetings on a regular basis to make decisions about instruction in the school.
- Student data is analyzed and compared to expectations found in the grade level standards.
- Data chats are held throughout the year in an effort to track growth and/or areas needing improvement.
- Sub-group data is monitored to assure proper remediation for those needing it most.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction).
- Administering assessments which measure instructed standards.
- Conducting data chats with students.
- Students receiving push-in/pull out services for ESE/ELL.

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: Extended School Day

Minutes added to school year: 2,000

- Implementing enrichment programs and activities
- Implementing before and after school tutoring for targeted students
- Computer Labs and Media Center will be available to students before and after school in order for them to engage in individualized web-based programs targeted towards improving achievement in Reading, Math, and Science.

Strategy Rationale

- Core Academic Instruction
- Enrichment
- Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Penton, Hebert, herbpenton@dadeschools.net

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

The Leadership Team will gather data from Interim Assessments and Accelerated Reader. This data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs.

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.

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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. We will increase student achievement by improving core instruction in all content areas.

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. We will increase student achievement by improving core instruction in all content areas. 1a

G087817

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Reading - All Students | |
| AMO Reading - African American | |
| AMO Reading - ED | |
| AMO Reading - ELL | |
| AMO Reading - Hispanic | |
| AMO Reading - SWD | |
| AMO Reading - White | |
| ELA/Reading Gains | |
| ELA/Reading Lowest 25% Gains | |

Targeted Barriers to Achieving the Goal 3

- Need for increased rigor in classroom instruction and activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Early Release Days; Technology in every classroom; Homeroom Literacy Focus; Title III Extended Day Tutoring; Five computer labs; Intensive Reading; CPALMS; District Pacing Guides; Core Instructional Textbooks, Interventions in Reading and Math for struggling students, Carnegie Learning, Algebra Nation, Learning Village, Discovery Education, grade level teams, departmental bell-ringers, Reading Plus, Read180, System 44, Explore Learning/GIZMO, Edgenuity, Textbook resources, Subject Area Task Forces, Edmodo, U.S. History EOC Assessment Test Item Specification, Social Studies Task Cards.

Plan to Monitor Progress Toward G1. 8

Monitor student performance on classwork, classroom assessments and interim assessments for progress.

Person Responsible

Josephine Otero

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Student performance on classwork, projects and assessments.

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

1 = Problem Solving Step  S123456 = Quick Key

G1. We will increase student achievement by improving core instruction in all content areas. **1**

 G087817

G1.B3 Need for increased rigor in classroom instruction and activities. **2**

 B233482

G1.B3.S1 Support classroom instruction by providing in house professional development, as well as district professional development to improve rigorous instruction in the classroom. Teachers will continue to collaborate during faculty meetings, common planning and grade level meetings to share best practices. **4**

 S246382

Strategy Rationale

By participating in professional development and through collaboration instruction will be enhance which leads to student achievement and comprehension.

Action Step 1 **5**

Provide professional development for all content areas on effective use of district Pacing Guides and use of Item Specs to promote rigorous instruction.

Person Responsible

Hebert Penton

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Meeting agendas, lesson plans, classroom walk-throughs and observations, student work

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Observe implementation of Pacing Guides and Item Specs in lessons during classroom walk-throughs.

Person Responsible

Hebert Penton

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Meeting agendas, lesson plans, classroom walk-throughs and observations, student work

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Continuously monitor and support professional development opportunities as well as monitor instruction in the classroom in all subject areas.

Person Responsible

Josephine Otero





Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Classroom walk-throughs, follow-up meetings, student collaboration and lesson plans.

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.MA1  M332917 | Monitor student performance on classwork, classroom assessments and interim assessments for... | Otero, Josephine | 10/3/2016 | Student performance on classwork, projects and assessments. | 6/2/2017 monthly |
| G1.B3.S1.MA1  M332915 | Continuously monitor and support professional development opportunities as well as monitor... | Otero, Josephine | 10/3/2016 | Classroom walk-throughs, follow-up meetings, student collaboration and lesson plans. | 6/2/2017 monthly |
| G1.B3.S1.MA1  M332916 | Observe implementation of Pacing Guides and Item Specs in lessons during classroom walk-throughs. | Penton, Hebert | 10/3/2016 | Meeting agendas, lesson plans, classroom walk-throughs and observations, student work | 6/2/2017 monthly |
| G1.B3.S1.A1  A319654 | Provide professional development for all content areas on effective use of district Pacing Guides... | Penton, Hebert | 10/3/2016 | Meeting agendas, lesson plans, classroom walk-throughs and observations, student work | 6/2/2017 monthly |

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|--------|-------------|--|--------|
| 1 | G1.B3.S1.A1 | Provide professional development for all content areas on effective use of district Pacing Guides and use of Item Specs to promote rigorous instruction. | \$0.00 |
| Total: | | | \$0.00 |