

Washington County School District

Roulhac Middle School



2016-17 Schoolwide Improvement Plan

Roulhac Middle School

1535 BRICKYARD RD, Chipley, FL 32428

<http://rms.wcsdschools.com>

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	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

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

**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 Washington 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 Roulhac Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

Roulhac Middle School is dedicated to providing knowledge for school success, lifelong learning, and the skills necessary for students to cope with adolescence. Through involvement of school and community, Roulhac Middle School will provide a positive and orderly environment for all students.

b. Provide the school's vision statement.

Roulhac Middle School is committed to providing the services and support our students need to become respectful, responsible, and successful citizens.

2. School Environment

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

Roulhac Middle School administration, faculty members, staff, parents, students, and community share responsibility in preparing students for lifelong learning.

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

At RMS we pay careful attention to school safety. We have a School Safety Team which meets to discuss emergency plans and overall school safety. Out of this committee has come multiple changes for the better as to how we respond in the event of a crisis as well as change in everyday processes and procedures. We also inform parents and students at Back to School Orientation that safety is our number one priority and to please communicate any concerns that arise throughout the school year. In regards to creating an environment where all students feel respected, we feel this goes back to building personal relationships. We have teachers on duty every morning and afternoon in various campus locations which not only ensure safety and supervision, but allow communication with students at a more personal level.

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.

Communication of expectations is important to us at RMS. During the first week of school, all students are receive a free Student Planner which contains the student handbook, school-student-parent compact, and school expectation page. These documents are reviewed by homeroom teachers. We follow up with quarterly "expectation chats" which might include small group or grade level meetings. We discuss expectations in detail with attention to any concerns which may be current or pertinent to a specific grade group. An email communication is sent to all teachers prior to these meetings to get feedback as to what needs to be addressed. Also, daily/weekly reminders are shared with all campus stakeholders via AM and PM announcements.

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.

Guidance counselors play an essential role in ensuring the social-emotional needs of students are met. This personnel will contact service providers or set up Child Study Team meetings for at-risk students as identified by attendance concerns, grades, assessment data, or parent requests. We also work closely with the School Psychologist when working with students who have considerable social emotional concerns. If a student has social emotional needs that are impacting their education, we begin the MTSS process. Homeless students are identified and receive needed school supplies and grade appropriate high interest books to read. We also ensure they have equal access to school services to meet social, emotional, educational, and nutritional needs.

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.

Roulhac Middle School has several researched based indicators which are used to identify students whose academic success may be in jeopardy. These indicators are frequently believed to be compromising factors in student success rates. The indicators are monitored and the school response is determined by administration.

Early warning indicators used in the system are as follows:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- Performing below grade level on State Assessments

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	28	14	25	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	9	14	3	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	2	8	10	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	48	35	43	0	0	0	0	126

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	11	6	8	0	0	0	0	25

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

Attendance is monitored closely at Roulhac Middle School. Daily attendance is tracked by classroom teacher during each class period. Using weekly data, individual students are identified and school personnel reach out the the individual student to discern the root issue of problem. As well, contact

with the parent or guardian is made with any students who exhibit a pattern of non-attendance. Child Study Teams are held early in the school year in an effort to determine the reason for any pattern of absences and to discuss strategies for improvement. Students who meet particular criteria are referred to truancy court with diligence to the district's processes and procedures. A recent addition on campus includes a newly published district manual entitled "Attendance and Truancy Procedural Guide" to ensure transparency of process and consistency among schools.

A progressive discipline structure is in place to detect the need for early intervention. Students who receive out-of-school suspension or in-school suspension are counseled concerning the behavior and parental contact is made via phone and mail. Students are monitored upon returning from suspension and provided support toward decreasing the likelihood that future suspensions will occur. In some cases, counseling referrals to outside agencies are made to assist in improving behavior. Students are given opportunity to make up work missed, so that the opportunity to be exposed to academic content is not withheld. Academic success is our overall goal for these students.

Students are enrolled in English Language Arts classes and in Mathematics courses with the consideration of previous standardized test data and prior classroom performance in each core subject. To share mid-point academic progress, progress reports are given to students and parent signature required every academic quarter. This allows students time to correct any deficient grades. As well, conferences are scheduled concerning students who are performing poorly in English Language Arts and/or Mathematics classes in an attempt to identify circumstances which might be contributing to the poor performance and to make adjustments accordingly. Letters are mailed to the parent/guardian if it is determined that the student is in danger of failing the course for the year.

Students who score below proficiency on the statewide assessment in English Language Arts and/or Mathematics are placed in classes which are designed to work intensively toward improving student skills in the subject area. Conversations with the parents/guardians are on-going throughout the school year. Plans are put into place which identify interventions to be implemented and require close monitoring of student performance. If interventions do not significantly improve performance, the student may be referred for evaluation by the school psychologist as an attempt to gain more insight into the situation. Also, an on-campus credit recovery option gives students opportunity to earn a passing grade in prior failed subjects.

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

For the 2016-2017 school year the primary goal is to increase parent involvement in both parent training as well as SACS/Parent Involvement meetings. Emphasis will be placed on increasing

participation of parents in the lower socioeconomic status. All meetings will be advertised. Most events will provide child care options, language interpreter, and will be offered at various times throughout the year to increase participation. We will conduct some meetings in conjunction with athletic/extra curricular activities in order to improve attendance as well. This will help to provide more input into the development of the school compact as well as increase parent participation/buy in to their child's education. A primary avenue for parent involvement is the continued growth of our school's AVID Program which targets a large demographic group of families at our school.

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.

We use multiple forms of media to include parents and stakeholders. We utilize Facebook, a newly developed school website, electronic school sign, three local papers, district website, Parent Link, Remind 101, and flyers. We have 'academic excellence' breakfasts once every nine weeks which is sponsored by different community stakeholders. Several local banks and businesses have helped with this cause. At Back to School Open House this year, we provided opportunities for stakeholders to set up information booths. Community organizations are welcomed and regularly support individual group or school-wide events.

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
Holley, Nancy	Principal
Newsom, Renea	Teacher, K-12
Pritchard, Delanie	School Counselor
Moore, Amanda	Teacher, K-12
Whitson, Melissa	Teacher, K-12
Kincaid, Jennifer	Instructional Coach
Clemmons, Alicia	Assistant Principal
Kindig, Millie	Teacher, K-12
Malloy, LaJuana	

b. Duties

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

The leadership team will evaluate the core curriculum and state standards to ensure instructional requirements are meeting the needs according to information and data gathered and shared through MTSS meetings. The leadership team is directly involved in the development of the SIP. The guidance counselor and academic analyst coordinate meeting times with grade level groups as well as work with the coordinator to develop specific strategies to be implemented in academic classes. The coordinator provides over site as to the implementation of the MTSS.

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 leadership team meets to determine how and when they will work with the other school teams. They develop criteria for targeting students who may be in need of intervention. Record reviews are conducted and analyzed toward establishing proper goals and interventions. Interventions at each tier are reviewed and determinations as to whether or not sufficient progress is made, whether intervention should be continued, discontinued, altered, or referred for evaluation. The Leadership Team will meet at least once every term to develop strategies for implementing the MTSS process. At the start of the school year, subject area teams are required to study and analyze data results and write a plan of action to make improvements for all students. Grade level teams meet with the guidance counselor and data analyst to determine students who need to be targeted for the MTSS process. The team meets periodically to evaluate and adjust the level of intervention needed to support the student in the general curriculum.

Title I Part A- Purchase of technology as well as intervention reading, math, and science materials in order to enhance instruction. Engagement of parents through parent training opportunities as well as Title I Parent Involvement/SAC meetings are established. In order to target the emotional and educational needs of the students as well as provide a forum for sharing and attaining information, these regularly scheduled meetings allow for joint decision making.

Title I Part C- LEP, migrant, disabled, and homeless students have equal access to school services to meet their needs.

Title II- Professional development in Edgenuity, Florida Standards Progress Monitoring Data, Springboard, MFAS, Performance Matters, AVID Summer Institute and local AVID training, On-Going Science, Technology (Future of Education Technology Conference, STEM, Bioscopes, and on going professional development in cooperative learning, vertical/horizontal planning for all content areas.

Title x-Homeless- Homeless students are identified and receive school supplies and grade appropriate books to read at home. We also ensure they have equal access to school services to meet social, emotional, educational, and nutritional needs.

Title VI - Science consultant, Donna Szyprka is meeting regularly with identified faculty members to create and revise our district's order of instruction. As well, the consultant supports the team with data analysis to ensure science progress monitoring.

Violence Prevention Program- Safe and drug free schools, bullying prevention program implemented in schools, and continues commitment to the safety and welfare of students and families.

Nutrition Programs- Our district contracts with Chartwells food services to make sure our students' nutritional needs are met.

Career Component- Will be implemented in flex time and throughout the content area courses as appropriate.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nancy Holley	Principal
Dena Cooper	Parent
Mary Stewart	Teacher
Alicia Clemmons	Teacher
Greta Draayom	Teacher
Lindsey Banta	Parent
Chris Welch	Business/Community
Derrick Baulckom	Education Support Employee
Kalonya Bellamy	Parent
Mary Green	Parent
Brooke Wallace	Parent
Julie Dillard	Business/Community
Aracely Maldonado	Student
Jiranda White	Teacher

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

A School Advisory Counsel meeting was held on September 21, 2015 to determine membership, elect officers, and evaluate current status of last year's School Improvement Plan. Along with current data, this step allowed input for the creation of this year's 2015-2016 School Improvement Plan. The next scheduled meeting is October 6, 2015 and will focus on school performance and how we can progress towards revised goals we have created for the current school year. The 2015-2016 SAC budget will be reviewed as well to ensure alignment of needs and funds.

b. Development of this school improvement plan

At the May 2015 review, the committee reviewed and revised a parent survey to be sent home in an attempt to gain information for planning the upcoming 2015-2016 school year. During this meeting, the committee also discussed professional development opportunities, equipment needs, and priority school programs that are requisite for goal attainment and strategy implementation. At the initial SAC meeting in September, the prior year's SIP was reviewed. Using the most current data available as well as sharing new initiatives on campus, the new administrative team made recommendations for two quality school goals. Both over-arching goals were deemed critical by the committee for continuous improvement at our school.

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

Committee members overwhelmingly voted agreement on the priority goals of the 2015-2016 School Improvement Plan goals introduced by the principal and SIP planning team. As well, members requested more information on a variety of new initiatives and programs on the school campus. Several presentations will be shared during an October 6 meeting and the mid-November meeting with date to be determined. Members wanted more information concerning the AVID Program, the one-on-one device initiative, and professional development needs of our faculty and staff. Once needs are defined and prioritized, annual funding can be used to support the SIP and align with current campus needs.

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

The entire amount of 2014-2015 SIP funds was used to purchase updated communication equipment to support the goal of effective communication among parents, administrators, school staff, and students. These communication tools allowed for more efficient advertising of school based events and community activities.

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
Kindig, Millie	Teacher, K-12
Kincaid, Jennifer	Instructional Coach
Whitson, Melissa	Teacher, K-12
Clemmons, Alicia	Assistant Principal
Holley, Nancy	Principal
Malloy, LaJuana	Teacher, K-12

b. Duties

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

The LLT will analyze school-wide student performance data and progress monitoring data. The LLT will ensure that barriers/strategies in the SIP are implemented across all content areas. Embedding reading and writing strategies is a priority school goal for the 2015-2016 school year. The predominant avenue for implementing reading and writing strategies in individual classrooms is through the expectation and monitoring of WICOR strategies promoted by the AVID Program. The foundation of this career and college ready program has been a primary focus of training over the past two years. Most teachers have attended some level of AVID training in the past. New members to the team will have access through either state training opportunities or school-based workshops.

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.

Content area teachers meet monthly throughout the school year via PLC's to analyze student data and discuss instructional implications. Administration in conjunction with the Academic Analyst work to support school-wide and data driven instructional strategies in all content areas.

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

Vacancy notices will require "Highly qualified" specific areas of certification. The district utilizes the district website, local media, school site boards, and local colleges to recruit. New teachers will meet regularly with principal and/or academic analyst regularly and will be observed frequently. A key aspect of observations is the formal and informal feedback to teachers. All 1st year teachers will meet with academic analyst on a scheduled basis. All 1st year teachers will have a peer mentor at the school level to provide support/feedback. When needed professional development is provided to teachers who need extra support. Our district is now using PD 360 as well as face to face opportunities. The data analyst will support teachers in the classroom throughout the year.

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

The role of mentor will be to help the teacher navigate RMS systems/software as well as access resources needed to serve students. The principal and assistant principal will meet with teachers on a regular basis to ensure that new teachers feel welcomed, comfortable, and collaborative in their environment. Our goal is for each member of the team to experience success in the classroom.

With two new administrators, learning will be a two-way process for the administrative team and faculty. Regular bi-monthly Faculty Meetings have been established and are on the school calendar for alternative Wednesday afternoons. Giving and receiving information will benefit all stakeholders.

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.

We have a full-time Academic Analyst who works with teachers to ensure that state standards are taught at the appropriate complexity level, and that classroom instruction aligns to state expectations for standards mastery. Each summer, all teachers meet with the Academic Analyst to revise the Order of Instruction and Curriculum maps based on state standards and state and local assessments.

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.

All teachers are involved in a Professional Learning Communities, both school-wide and content specific. They meet once a month with Administration and/or the Academic Analyst. Data from various progress monitoring platforms (Performance Matters, iXL) are reviewed and instructional implications are discussed and include specific strategies for differentiation. For example, after the ELA and Math Progress Monitoring assessments are administered teachers will meet to discuss strategies, opportunities for remediation/enrichment, and adjust standards based instruction accordingly. Additionally, each grade level has a certified ESE teacher co-teaching with a content area teacher in most core subjects. This arrangement allows students with specific learning disabilities to be mainstreamed into the regular curriculum with appropriate accommodations based on their IEP.

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: 30

Students continue to have a "flex period" incorporated into their schedule. The intent of this 30 minute time frame is for the student to have opportunity for academic support and coaching during the school day. The student will be assigned to a certified teacher who will be available for problem-solving, homework help, organizational assistance, and collaborative lessons.

Strategy Rationale

Students have direct academic assistance to ensure instructional support with make-up work, test preparation, and enrichment opportunities. This year, a new one-on-one device initiative is gaining momentum in the classroom as both teachers and students learn how to incorporate individual devices into the daily teaching and learning process.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Holley, Nancy, nancy.holley@wcsdschools.com

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

During regular Faculty Meetings, all faculty members will give feedback on the use of this newest strategy for student success. New ideas, strategies, and techniques will be shared with an expectation of collaborative discussion at the next scheduled meeting. As well, much professional development during the calendared early dismissal days is focused on a collaborative approach to implementation of our newest and innovative technology initiative.

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.

Each year, we conduct an end of year Elementary Day for our elementary feeder school. This orientation gives 5th grade students the opportunity to view our campus and learn about school policies and procedures. Additionally, an annual Back to School Orientation is held at the start of the year to educate parents and students about school policies and procedures. Parents are also introduced to staff members. At the end of the school year, eighth graders meet with staff from our local high school to learn about graduation requirements, curriculum, and course offerings.

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.

- Roulhac Middle School has implemented Advancement Via Individual Determination (AVID) classes in grades 6-8. Students participating are enrolled in an elective class for one period a day, where they learn organization and study skills, work on critical thinking and asking probing questions, get

academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

- RMS teachers are implementing AVID strategies school-wide to ensure college readiness for all students. AVID impacts students throughout the school when trained teachers use AVID strategies to influence the academic and behavioral skills of their students.

- We offer a Personal Career, School Development Skills course. The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community.

- The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards. We have many community business partners who help fund various activities throughout the year.

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

- Based on a 1 to 1 ratio, all students have access to a tablet device during all academic classes. Teachers are now able to implement the use of technology into their standards based instructional sequence and to differentiate based on supplemental computer adaptive programs in various content areas.

- Students are offered a computer course, the purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Information Technology career cluster. The content includes but is not limited to building the necessary computer skills required to enter into the information/technology industry.

- We offer a Personal Career, School Development Skills course. The purpose of this course is to provide students an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards.

- Project Lead the Way (PLTW) courses are offered to 7th and 8th grade students. These courses focus on the three dimensions of technological literacy: knowledge, ways of thinking and acting, and capabilities. Students work to attain and develop the characteristics of a technologically literate citizen.

- At this time, no industry certifications are offered.

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

- Real world application(s) are embedded in all content area courses.

- All students have access to a tablet to enhance and allow for the differentiation of instruction. Personalized learning is a vision for all children as both students and teachers become more familiar with the power of social media in the teaching and learning process.

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.

- Two high school Algebra 1 classes are offered at Roulhac Middle School. Successful completion of this course allows students to receive a high school credit.
- Additional advanced classes are offered in math and language arts.
- Eighth graders meet with staff from our local high school to learn about graduation requirements, curriculum, and course offerings.
- The implementation of AVID Program 6-8. Program certification is a goal for this campus during the 2016-2017 school year.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To successfully close the achievement gap and increase student achievement by targeting students performing in the lower 25% in ELA and Math.

- G2.** To develop literacy skills in all content area classrooms by focusing on improving students literacy habits and abilities through emphasis on student motivation, engagement and achievement.

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. To successfully close the achievement gap and increase student achievement by targeting students performing in the lower 25% in ELA and Math. 1a

G088383

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	57.0
FSA Mathematics Achievement	71.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time for content area teachers and ESE support staff.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Analyst to support Instructional Staff with curriculum and instructional design.
- Ongoing progress monitoring data in ELA and Math.

Plan to Monitor Progress Toward G1. 8

Progress monitoring results, and state and local assessment results

Person Responsible

Nancy Holley

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data using Performance Matters, and state and local test results (FSA, EOC, SAE).

G2. To develop literacy skills in all content area classrooms by focusing on improving students literacy habits and abilities through emphasis on student motivation, engagement and achievement. 1a

G088384

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	57.0
Math Lowest 25% Gains	50.0
Civics EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- Institutionalization of AVID strategies school-wide
- Institutionalization of cooperative learning strategies.
- Institutionalization of Literacy Standards across the curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full-Time Academic Analyst (instructional support)
- Educational Consultant-Dr. Szpyrka (Science 6-8)
- Lead Teachers with AVID training
- Order of Instruction (OOI) for all courses offered
- Standards Based Progress Monitoring Data for ELA and Math (Performance Matters)

Plan to Monitor Progress Toward G2. 8

Student Achievement results

Person Responsible

Nancy Holley

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

State and local assessment results, formative and summative classroom assessment results

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. To successfully close the achievement gap and increase student achievement by targeting students performing in the lower 25% in ELA and Math. **1**

 G088383

G1.B1 Lack of common planning time for content area teachers and ESE support staff. **2**

 B235090

G1.B1.S1 To develop a collaborative calendar that provides opportunities for faculty, department, and grade level meetings throughout the school-year. **4**

 S247843

Strategy Rationale

To provide an opportunity for ESE, and Content Area teachers to analyze student data, and discuss strategies to increase student achievement in ELA and Math courses.

Action Step 1 **5**

2016-2017 Collaborative Calendar Implementation

Person Responsible

Nancy Holley

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Agenda(s) and collected data to include specific strategies and outcome results will be documented throughout the school year. In addition, progress monitoring data in ELA and Math will be used to determine individual student progress over time.

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

Collect Documentation

Person Responsible

Jennifer Kincaid

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The evidence collected will include the agenda(s), sign in sheet, minutes, and action plan.

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

Progress Monitoring Assessment Results

Person Responsible

Jennifer Kincaid

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Progress Monitoring results in ELA and Math (Performance Matters), Ongoing classroom formative and summative assessment results (all content areas), Subject Area Exam (SAE) results.


G2. To develop literacy skills in all content area classrooms by focusing on improving students literacy habits and abilities through emphasis on student motivation, engagement and achievement. **1**

 G088384

G2.B1 Institutionalization of AVID strategies school-wide **2**

 B235091

G2.B1.S1 Continued PD on AVID strategies (concept mapping, cornell notes, quick writes, pair-share, jigsaw, dialectical journal, etc) **4**

 S247844

Strategy Rationale

The more familiar teachers become with the WICOR strategies the more likely they will implement them.

Action Step 1 **5**

Professional Development-AVID strategies

Person Responsible

Jennifer Kincaid

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

agenda, sign in sheet, minutes, follow-up responses, classroom observation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Instructional Support

Person Responsible

Jennifer Kincaid

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Observation notes, follow-up responses, progress monitoring results, state and local assessment results

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data Analysis

Person Responsible

Jennifer Kincaid

Schedule

Quarterly, from 9/1/2016 to 5/31/2017


Evidence of Completion

Progress monitoring results, state and local assessment results, formative and summative classroom assessment results

G2.B2 Institutionalization of cooperative learning strategies. 2

 B235092

G2.B2.S1 Ongoing PD on highly effective cooperative learning strategies. 4

 S247845

Strategy Rationale

A synthesis of research about cooperative learning finds that cooperative learning strategies improve the achievement of students and their interpersonal relationships.

Action Step 1 5

Model classrooms

Person Responsible

Jennifer Kincaid

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Observation notes, follow-up activities

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observation

Person Responsible

Nancy Holley

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Observation notes, follow-up activities

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data analysis

Person Responsible

Jennifer Kincaid

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Progress monitoring results (Performance Matters) and state and local assessment results.

G2.B3 Institutionalization of Literacy Standards across the curriculum. 2

B235093

G2.B3.S1 Standards based instruction 4

S247846

Strategy Rationale

At RMS, we hold the vision that every child must graduate ready for post-secondary education and/or the workforce. To achieve this vision, students must develop the 21st century skills necessary for success. For example, the ability to critically think, collaborate, communicate, and be creative while simultaneously demonstrating mastery of state standards across all content areas.

Action Step 1 5

Institutionalization of Literacy Standards in all courses.

Person Responsible

Nancy Holley

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, classroom assessments, progress monitoring results, local and state assessment results

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom Observation

Person Responsible

Nancy Holley

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Observation notes, classroom activities, assessment results

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data Analysis

Person Responsible

Jennifer Kincaid

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Progress monitoring results, formative and summative classroom assessment results, state and local assessment results.

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 M336284	Progress monitoring results, and state and local assessment results	Holley, Nancy	9/1/2016	Progress monitoring data using Performance Matters, and state and local test results (FSA, EOC, SAE).	5/31/2017 quarterly
G2.MA1 M336291	Student Achievement results	Holley, Nancy	9/1/2016	State and local assessment results, formative and summative classroom assessment results	5/31/2017 monthly
G1.B1.S1.MA1 M336282	Progress Monitoring Assessment Results	Kincaid, Jennifer	9/1/2016	Progress Monitoring results in ELA and Math (Performance Matters), Ongoing classroom formative and summative assessment results (all content areas), Subject Area Exam (SAE) results.	5/31/2017 quarterly
G1.B1.S1.MA1 M336283	Collect Documentation	Kincaid, Jennifer	9/1/2016	The evidence collected will include the agenda(s), sign in sheet, minutes, and action plan.	5/31/2017 monthly
G1.B1.S1.A1 A322881	2016-2017 Collaborative Calendar Implementation	Holley, Nancy	9/1/2016	Agenda(s) and collected data to include specific strategies and outcome results will be documented throughout the school year. In addition, progress monitoring data in ELA and Math will be used to determine individual student progress over time.	5/31/2017 monthly
G2.B1.S1.MA1 M336285	Data Analysis	Kincaid, Jennifer	9/1/2016	Progress monitoring results, state and local assessment results, formative and summative classroom assessment results	5/31/2017 quarterly
G2.B1.S1.MA1 M336286	Instructional Support	Kincaid, Jennifer	9/1/2016	Observation notes, follow-up responses, progress monitoring results, state and local assessment results	5/31/2017 weekly
G2.B1.S1.A1 A322882	Professional Development-AVID strategies	Kincaid, Jennifer	9/1/2016	agenda, sign in sheet, minutes, follow-up responses, classroom observation	5/31/2017 monthly
G2.B2.S1.MA1 M336287	Data analysis	Kincaid, Jennifer	9/1/2016	Progress monitoring results (Performance Matters) and state and local assessment results.	5/31/2017 quarterly
G2.B2.S1.MA1 M336288	Classroom observation	Holley, Nancy	9/1/2016	Observation notes, follow-up activities	5/31/2017 biweekly
G2.B2.S1.A1 A322883	Model classrooms	Kincaid, Jennifer	9/1/2016	Observation notes, follow-up activities	5/31/2017 quarterly
G2.B3.S1.MA1 M336289	Data Analysis	Kincaid, Jennifer	9/1/2016	Progress monitoring results, formative and summative classroom assessment results, state and local assessment results.	5/31/2017 quarterly
G2.B3.S1.MA1 M336290	Classroom Observation	Holley, Nancy	9/1/2016	Observation notes, classroom activities, assessment results	5/31/2017 weekly
G2.B3.S1.A1 A322884	Institutionalization of Literacy Standards in all courses.	Holley, Nancy	9/1/2016	Lesson Plans, classroom assessments, progress monitoring results, local and state assessment results	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. To successfully close the achievement gap and increase student achievement by targeting students performing in the lower 25% in ELA and Math.

G1.B1 Lack of common planning time for content area teachers and ESE support staff.

G1.B1.S1 To develop a collaborative calendar that provides opportunities for faculty, department, and grade level meetings throughout the school-year.

PD Opportunity 1

2016-2017 Collaborative Calendar Implementation

Facilitator

Jennifer Kincaid, Academic Analyst

Participants

All Instructional staff

Schedule

Monthly, from 9/1/2016 to 5/31/2017

G2. To develop literacy skills in all content area classrooms by focusing on improving students literacy habits and abilities through emphasis on student motivation, engagement and achievement.

G2.B1 Institutionalization of AVID strategies school-wide

G2.B1.S1 Continued PD on AVID strategies (concept mapping, cornell notes, quick writes, pair-share, jigsaw, dialectical journal, etc)

PD Opportunity 1

Professional Development-AVID strategies

Facilitator

AVID site team leaders, Academic Analyst

Participants

All content area teachers and administrators

Schedule

Monthly, from 9/1/2016 to 5/31/2017

G2.B2 Institutionalization of cooperative learning strategies.

G2.B2.S1 Ongoing PD on highly effective cooperative learning strategies.

PD Opportunity 1

Model classrooms

Facilitator

Academic Analyst, Model classroom teachers

Participants

Content area teachers, administration

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

G2.B3 Institutionalization of Literacy Standards across the curriculum.

G2.B3.S1 Standards based instruction

PD Opportunity 1

Institutionalization of Literacy Standards in all courses.

Facilitator

Jennifer Kincaid, Academic Analyst

Participants

All instructional faculty members

Schedule

Monthly, from 9/1/2016 to 5/31/2017