

Miami-Dade County Public Schools

Rockway Middle School



2017-18 Schoolwide Improvement Plan

Rockway Middle School

9393 SW 29TH TER, Miami, FL 33165

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>87%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	I	B	B*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Rockway Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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
- 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
- ensure 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 avenues for students to make new friends and have a rich 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 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 as 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 for 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's behavioral system includes:

- a welcome back orientation for 6th graders and all new students to the school
- grade level behavioral assemblies for all students conducted by school administrators and selected staff
- academic and behavioral expectations posted in all classrooms
- behavior concerns are addressed efficiently (counseling, conferences, detentions, referrals, referrals to Student Success Center)
- individualized incentives and special group activities are 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 behavioral 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. As necessary:

- students are allowed to visit a school counselor to discuss any problems or concerns
- parents are encouraged to meet a 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 student needs arise
- administrators and staff are visible throughout campus and make themselves 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	20	34	26	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	23	9	12	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	0	0	0	132	153	143	0	0	0	0	428

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	105	126	94	0	0	0	0	325

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Rockway Middle School builds positive relationships by maintaining ongoing communication with parents and stakeholders through connect-ed messages, emails, the school's website, and social media, including facebook and twitter. In addition, the school hosts family nights at school and at local restaurants where students and their families are encouraged to participate and enjoy a social gathering with staff and other families. The school's mission and vision is posted throughout the school and on the school's website. Parents receive progress reports quarterly and can schedule a conference to meet with teachers at any time.

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 builds and sustains partnerships as follows:

- partners with Publix Supermarket, Wal Mart, and other local businesses to secure donations for needy families and get support for a variety of special occasions
- partners with the Metro-Dade Police Department and the "Do The Right Thing Program" which rewards students 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
- the school's Jazz Band and Chorus participate in concerts throughout the community
- our Principal encourages members of the community to participate in Principal for a Day

C. Effective Leadership

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
Rodriguez, Maria	Teacher, K-12
Caceres, Sarah	Teacher, K-12
Windisch, Cecilia	Instructional Coach
Spicer Shannon, Gina	Assistant Principal
Martinez, Yenara	Instructional Coach
Rengifo, Rosa	Teacher, K-12
Suarez, Alejandro	Teacher, K-12
Ambroise, Madly	Teacher, K-12
Chue, Susan	Teacher, K-12
Bertot, Maria	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/RtI leadership is vital, therefore, in building our team we have considered the following:

Tier 1 (Leadership Team)

- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
- Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, Conducts assessments of MTSS/RtI skills of school staff, and ensures implementation of intervention support and documentation.
- 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.
- Media 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.
- Student Services, Department Chair: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students.
- 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.
- 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.
- 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.
- 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.
- 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, Department Heads) will conduct regular meetings to analyze data and evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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 and will address the needs of targeted students.

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/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

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

Tier 1

1. Hold regular team meetings where problem solving is the sole focus.
2. Use 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. Determine 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/Rtl problem solving process and monitoring progress of instruction)
5. Respond 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 includes 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 support. Tier 2 problem solving meetings occur regularly 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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl 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/Rtl 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/Rtl 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.

Tier 3 SST

Tier 3 supports will be provided to students who do not respond to Tier 1 and Tier 2 strategies.

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 to ensure that staff development needs are met. Support services are provided to the schools, students, and families. A school based, Title I funded Community Involvement Specialist, serves as a 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 CHEAD (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 to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by implementing and/or providing:

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

Title VI, Part B - NA

Title X- Homeless

N/A

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, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

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.

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
Maria Rodriguez (EESAC Chairperson)	Teacher
Alejandro Suarez	Teacher
Sarah Caceres	Teacher
Ileana Atencio	Teacher
Yvette Pallin	Parent
Regla Varela	Parent
Marlena Perez	Parent
Marisela Palacios	Business/Community
Barbara Calvo	Education Support Employee
Michelle Palau	Parent
Juan Pallin	Parent
Justin Varela	Student
Ricardo Pallin	Student
Tere Colom	Business/Community
Heriberto Varela	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 will

- advise the principal in the development of the school's budget
- 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
Rodriguez, Maria	Teacher, K-12
Caceres, Sarah	Teacher, K-12
Spicer Shannon, Gina	Assistant Principal

b. Duties

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

The Literacy Leadership Team (LLT) 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, as well as ACCESS testing for ELL students. After examining data, instructional focus 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 Research Based 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 teachers 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 days. 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 mentorship 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 mentee will meet bi-weekly to discuss evidence-based strategies for each teaching domain
- New teacher will be provided Professional Development opportunities through out the school year
- 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
- Analyzing student data and comparing to expectations found in the grade level standards
- Holding classroom data chats throughout the year in an effort to track growth and/or areas needing improvement
- Monitoring sub-group data 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
- Providing push-in/pull out and afterschool services for ESE/ELL students

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
- Providing before- and after-school access to Computer Labs and Media Center so that students can 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

Otero, Josephine, pr6821@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 iReady 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. If core instruction is improved in all content areas, then student achievement will increase.

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. If core instruction is improved in all content areas, then student achievement will increase. 1a

G097076

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

Targeted Barriers to Achieving the Goal 3

- Need for additional effective and consistent data chats in order to increase student achievement.

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,Power-Bi

Plan to Monitor Progress Toward G1. 8

Monitor students' performance on classwork, classroom assessments and interim assessments for progress. Set individual academic goals for each individual student.

Person Responsible

Cecilia Windisch

Schedule

Monthly, from 10/2/2017 to 6/7/2018

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. If core instruction is improved in all content areas, then student achievement will increase. 1

G097076

G1.B5 Need for additional effective and consistent data chats in order to increase student achievement. 2

B261152

G1.B5.S1 Quarterly data chats will be implemented to refine and unify the system we currently use. Department Chairs, with the support of academic coaches, will meet with their department every quarter as data becomes available. They will use data to make instructional decisions and provide intervention and enrichment as needed. 4

S276502

Strategy Rationale

By participating in quarterly data chats and through collaboration, instruction will be enhanced resulting in increased student achievement.

Action Step 1 5

Provide common meeting and planning times with staff to share data in a consistent and effective manner

Person Responsible

Gina Spicer Shannon

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Meeting agendas, lesson plans

Action Step 2 5

Provide in-house and District professional development on effective data use

Person Responsible

Sarah Caceres

Schedule

On 6/7/2018

Evidence of Completion

Agenda, sample Master Plan Point records, sign-in sheets

Action Step 3 5

Share best practices during department meetings

Person Responsible

Gina Spicer Shannon

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Agendas

Action Step 4 5

Conduct administrative walkthroughs to gauge how data use impacts classroom instructional practices

Person Responsible

Josephine Otero

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

classroom walkthrough logs, data chat forms, sample records of feedback

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Observe implementation of data use in lesson plans, differentiated instruction, data chats, and during classroom walkthroughs

Person Responsible

Josephine Otero

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Walkthrough logs, sample lesson plans, sample data chat forms

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Continuously monitor and support the sharing of data in an effective and consistent manner, as well as monitor instruction in the classroom in all subject areas.

Person Responsible

Josephine Otero

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

PD records, classroom walkthrough logs, lesson plans, and student work

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M400712	Monitor students' performance on classwork, classroom assessments and interim assessments for...	Windisch, Cecilia	10/2/2017	Student performance on classwork, projects and assessments.	6/7/2018 monthly
G1.B5.S1.MA1 M400710	Continuously monitor and support the sharing of data in an effective and consistent manner, as well...	Otero, Josephine	10/2/2017	PD records, classroom walkthrough logs, lesson plans, and student work	6/7/2018 monthly
G1.B5.S1.MA1 M400711	Observe implementation of data use in lesson plans, differentiated instruction, data chats, and...	Otero, Josephine	10/2/2017	Walkthrough logs, sample lesson plans, sample data chat forms	6/7/2018 weekly
G1.B5.S1.A1 A372578	Provide common meeting and planning times with staff to share data in a consistent and effective...	Spicer Shannon, Gina	10/2/2017	Meeting agendas, lesson plans	6/7/2018 weekly
G1.B5.S1.A2 A372579	Provide in-house and District professional development on effective data use	Caceres, Sarah	10/2/2017	Agenda, sample Master Plan Point records, sign-in sheets	6/7/2018 one-time
G1.B5.S1.A3 A372580	Share best practices during department meetings	Spicer Shannon, Gina	10/2/2017	Agendas	6/7/2018 monthly
G1.B5.S1.A4 A372581	Conduct administrative walkthroughs to gauge how data use impacts classroom instructional practices	Otero, Josephine	10/2/2017	classroom walkthrough logs, data chat forms, sample records of feedback	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B5 Need for additional effective and consistent data chats in order to increase student achievement.

G1.B5.S1 Quarterly data chats will be implemented to refine and unify the system we currently use. Department Chairs, with the support of academic coaches, will meet with their department every quarter as data becomes available. They will use data to make instructional decisions and provide intervention and enrichment as needed.

PD Opportunity 1

Provide in-house and District professional development on effective data use

Facilitator

Department chairs

Participants

Instructional staff

Schedule

On 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Provide common meeting and planning times with staff to share data in a consistent and effective manner	\$0.00
2	G1.B5.S1.A2	Provide in-house and District professional development on effective data use	\$0.00
3	G1.B5.S1.A3	Share best practices during department meetings	\$0.00
4	G1.B5.S1.A4	Conduct administrative walkthroughs to gauge how data use impacts classroom instructional practices	\$0.00
Total:			\$0.00