

Washington County School District

Roulhac Middle School



2018-19 Schoolwide Improvement Plan

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Roulhac Middle School

1535 BRICKYARD RD, Chipley, FL 32428

<http://rms.wcsdschools.com>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	B*

School Board Approval

This plan was approved by the Washington County School Board on 11/12/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Holley, Nancy	Principal
Pritchard, Delanie	School Counselor
Malloy, LaJuana	Teacher, ESE
Whitson, Melissa	Teacher, K-12
Moore, Amanda	Teacher, K-12
Padgett, Windy	Teacher, K-12
Steverson, Tiffany	Instructional Coach
Horne, Thomas	Assistant Principal
Mathis, Greg	Teacher, K-12

Duties

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.

Early Warning Systems

Year 2017-18

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	23	32	24	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	2	7	4	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	2	6	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	34	39	46	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	7	15	12	0	0	0	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/30/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students exhibiting two or more indicators														

Year 2016-17 - Updated

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	34	27	39	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	9	3	6	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	3	10	1	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	0	43	49	29	0	0	0	0	121

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	14	18	14	0	0	0	0	46

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25th Percentile @ 47%. The trend shows it is the lowest performing test the last 2 years. The school did improve from 34% to 47%.

Which data component showed the greatest decline from prior year?

The greatest decline was the Social Studies Achievement from 78% to 69%.

Which data component had the biggest gap when compared to the state average?

Math Learning Gains went from 57% to 69%.

Which data component showed the most improvement? Is this a trend?

ELA Lowest 25th Percentile increased from 34% to 47%. While this is a fantastic increase from the year prior. We are below district average by 4%, however on par with the state performance of 47%.

Describe the actions or changes that led to the improvement in this area.

More small group instruction based on data from benchmark assessments. Individualized instruction and an added reading elective proved to show gains in both reading and math.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	54%	49%	53%	46%	45%	52%
ELA Learning Gains	57%	55%	54%	47%	49%	53%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	47%	51%	47%	39%	34%	45%
Math Achievement	62%	58%	58%	53%	52%	55%
Math Learning Gains	69%	62%	57%	57%	59%	55%
Math Lowest 25th Percentile	53%	54%	51%	46%	47%	47%
Science Achievement	53%	44%	52%	52%	59%	50%
Social Studies Achievement	69%	68%	72%	67%	65%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	23 ()	32 ()	24 ()	79 (0)
One or more suspensions	2 (0)	7 (0)	4 (0)	13 (0)
Course failure in ELA or Math	0 (0)	2 (0)	6 (0)	8 (0)
Level 1 on statewide assessment	34 (0)	39 (0)	46 (0)	119 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	52%	51%	1%	52%	0%
	2017	41%	40%	1%	52%	-11%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	50%	47%	3%	51%	-1%
	2017	54%	42%	12%	52%	2%
Same Grade Comparison		-4%				
Cohort Comparison		9%				
08	2018	61%	52%	9%	58%	3%
	2017	47%	43%	4%	55%	-8%
Same Grade Comparison		14%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	61%	56%	5%	52%	9%
	2017	55%	52%	3%	51%	4%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	58%	55%	3%	54%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	57%	48%	9%	53%	4%
Same Grade Comparison		1%				
Cohort Comparison		3%				
08	2018	49%	39%	10%	45%	4%
	2017	28%	27%	1%	46%	-18%
Same Grade Comparison		21%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	54%	45%	9%	50%	4%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	67%	1%	71%	-3%
2017	77%	66%	11%	69%	8%
Compare		-9%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	56%	36%	62%	30%
2017	86%	48%	38%	60%	26%
Compare		6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	37	39	28	48	42	24	28			
BLK	34	47	54	35	54	54	38	42			
HSP	68	75		68	80						
MUL	56	56		59	65						
WHT	57	58	43	67	72	53	56	72	69		
FRL	43	50	48	51	62	51	49	60	60		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	20	19	17	52	47	13	42			
BLK	29	35	26	32	48	31	32	74			
HSP	38	41		31	47						
MUL	47	53		60	67						
WHT	52	54	37	59	65	64	48	79	64		
FRL	40	43	30	44	57	52	38	75	67		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Internet Business Associate Certification
Rationale	We want to offer a high school credit and a certification in a career minded field to expand opportunities for post secondary degrees and certificates.
Intended Outcome	100% of our students will earn a high school credit and pass the Internet Business Associate Certification exam.
Point Person	Lindsay Craft (lindsay.craft@wcsdschools.com)
Action Step	
Description	Mrs. Craft will follow the district-wide order of instruction and provide the highest level of instruction to ensure that all 42 students who are enrolled in the class have been both introduced to and mastered the course standards to ensure proficiency on the Internet Business Associate Certification Exam.
Person Responsible	Lindsay Craft (lindsay.craft@wcsdschools.com)
Plan to Monitor Effectiveness	
Description	Summative Assessments Formative Assessments Progress Monitoring
Person Responsible	Lindsay Craft (lindsay.craft@wcsdschools.com)
Activity #2	
Title	Develop Literacy Skills
Rationale	To develop literacy skills in all content area classrooms by focusing on improving students' literacy habits and abilities through an emphasis on student motivation, engagement and achievement.
Intended Outcome	Reading proficiency will move up to 65% school wide.
Point Person	Tiffany Steverson (tiffany.steverson@wcsdschools.com)
Action Step	
Description	Continue Professional Development on AVID WICOR strategies which target development of student skills in writing, inquiry, collaboration, organization and reading strategies.
Person Responsible	Amanda Moore (amanda.moore@wcsdschools.com)
Plan to Monitor Effectiveness	
Description	With the change of the ELA test moving to utilizing primarily social studies content, our ELA teachers will plan closely with our Social Studies content area folks to align orders of instruction and share strategies for students using data from Summative Assessments, Formative Assessments and Progress Monitoring.
Person Responsible	Tiffany Steverson (tiffany.steverson@wcsdschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

For the 2018-2018 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.

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.

PFEP Link

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

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 and/or the Licensed Mental Health Counselor 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.

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 feeder elementary 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 and students from our local high school to learn graduation requirements, curriculum, and program opportunities. Our eighth graders then meet individually with the guidance counselor and her team to register for courses.

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.

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.

Part V: Budget

Total:

\$0.00