



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rockway Middle School
9393 SW 29TH TER
Miami, FL 33165
305-221-8212
<http://rockway.dadeschools.net/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
84%

Alternative/ESE Center
No

Charter School
No

Minority Rate
98%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Rockway Middle School's EESAC membership is as follows:

Principal -1, UTD steward – 1, Teachers – 5, Parents – 6, Educational Support - 1, Student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

The involvement of EESAC at Rockway Middle School in the development of the School Improvement Plan is as follows:

- Review data,
- Identify and verify targets based on data
- Choose goal
- Describe the problem or goal(s) to be addressed
- Brainstorm resources
- Brainstorm barriers
- Brainstorm strategies
- Monitoring plan
- Develop a detailed plan with the rest of the team

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Committee (EESAC) has an important function for the success of Rockway Middle School. EESAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. Listed below are some of the functions of the EESAC.

- Assist the school with planning and implementing of the SIP
- Organize Parent Orientation Meetings for new families to increase parent involvement
- Conduct parent meetings
- Sponsor drives to increase parental involvement
- Assist the school to create and analyze school climate surveys for parents and students
- Assist the school with school-wide student motivation

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school improvement funds will be towards:

- attendance incentives to improve attendance \$ 500.00
- promotion to increase middle school acceleration programs and student participation \$ 400.00
- promotion to increase middle school CTE course enrollment student participation \$ 500.00
- promotion to increase student participation in STEM activities and competitions \$ 500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Melanie E. Megias

Principal

Years as Administrator: 17

Years at Current School: 3

Credentials

ELEM ED, POLI SCI, ESOL, MG MATH, SCHOOL PRINCIPAL

Performance Record

2013 – School Grade
 Rdg. Proficiency, 61%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 61points
 Rdg. Imp. of Lowest 25% -
 76 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO –67 NO
 Math AMO–66 NO
 2012 –
 Rdg. Proficiency, 60%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 73points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO –70 NO
 Math AMO–69 NO
 ‘11 ’10 ’09
 School Grade C C D
 High Standards Rdg. 44 45 42
 High Standards Math 44 42 36
 Lrng Gains-Rdg. 61 53 13
 Lrng Gains-Math 61 65 56
 Gains-Rdg-25% 75 67 70
 Gains-Math-25% 68 67 64

Gina Spicer Shannon

Asst Principal

Years as Administrator: 9

Years at Current School: 0

Credentials

JOURNALISM, ED LEADERSHIP

Performance Record

2013 – School Grade
 Rdg. Proficiency, 61%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 61points
 Rdg. Imp. of Lowest 25% -
 76 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO –67 NO
 Math AMO–66 NO
 2012 –
 Rdg. Proficiency, 43%
 Math Proficiency, 40%
 Rdg. Lrg. Gains, points 65
 Math Lrg. Gains, points 64
 Rdg. Imp. of Lowest 25% -69
 points
 Math Imp. of Lowest 25% - 61
 points
 Rdg. AMO –46 NO
 Math AMO–48 NO
 '11 '10 '09
 School Grade D D D
 High Standards Rdg. 37 32 33
 High Standards Math 43 42 41
 Lrng. Gains-Rdg. 56 37 71
 Lrng. Gains-Math 64 73 69
 Gains-Rdg.- 25% 68 74 43
 Gains-Math-25% 66 74 72

Classroom Teachers**# of classroom teachers**

54

receiving effective rating or higher

53, 98%

Highly Qualified Teachers

74%

certified in-field

40, 74%

ESOL endorsed

7, 13%

reading endorsed

0, 0%

with advanced degrees

22, 41%

National Board Certified

5, 9%

first-year teachers

0, 0%

with 1-5 years of experience

4, 7%

with 6-14 years of experience

31, 57%

with 15 or more years of experience

19, 35%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

0, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Regular meetings of new teachers with Principal - Principal
2. Partnering new teachers with veteran staff - Assistant Principal
3. College campus Job Fairs and e-recruiting at Universities - Guidance Counselor
4. Soliciting referrals from current employees - Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain (Same subject area teacher).

The mentee will be offered assistance of exemplary teachers and other appropriate individuals from our school including coaching, classroom observation and team teaching (Mentee will benefit from a variety of teaching styles).

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

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

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

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

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

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

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Tier 1 (Leadership Team)

-Melanie E. Megias, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/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.

-Hebert Penton, Assistant Principal for Curriculum: 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.

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

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

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

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

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

-Maria Salvado, 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 Tier 1 materials / instruction with Tier 2/3 activities.

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

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

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

Tier 2

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

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

Tier 3 SST

Selected members (including teachers, counselors, administrators) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members meet three times per week to conduct conferences whereby they discuss individual student progress, strategies to be implemented from home, and goal setting plan of action for home and school.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rtl implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/Rtl process informs the discussion at MTSS/Rtl leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources

Academic

- FAIR and CELLA assessment
- STAR reading assessment
- Voyager Phonemic Awareness and Phonics measures
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0 and EOC exams
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring by Grade Level Teams
- Referrals to counselors

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Plan to support MTSS/Rtl .

Rockway Middle School will participate in the MTSS/Rtl district professional development which consists of;

1. Administrators will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS/Rtl team members will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS/Rtl Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS/Rtl implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,160

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The Leadership Team is responsible for monitoring the implementation of these strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Melanie E. Megias	Principal
Hebert M Penton	Assistant Principal for Curriculum
Alejandro Suarez	Social Studies, Department Chair
María Rodríguez	Media Center Specialist
Gladys Baeza	Students Services, Department Chair
Madley Ambroise	Exceptional Student Education (ESE), Department Chair
Maria Bertot	Mathematics, Department Chair
Maria C. Salvado	Electives, Department Chair
Sarah Caceres	Language Arts, Department Chair
Rosa Rengifo	Science, Department Chair

How the school-based LLT functions

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The Literacy leadership team will work collaboratively with all of the content area teachers to set reading goals. Quarterly school wide reading goals will be created and presented at the faculty meetings and the professional development meetings. Teachers will receive professional development on various strategies that can be implemented in order to attain the reading goals by the reading department chair

and reading teachers. Additionally, model classroom will be created and teachers that need assistance in specific areas will have the opportunity to observe the model classrooms. A Literacy Week will be created with various activities that will foster a love for reading. The Literacy Team will work together to create a Literacy Night, in which students, parents, and stake holders will participate. The Literacy team will work together to incorporate various content areas into the Literacy Night in order to spotlight reading across the curriculum.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The content area classrooms will be responsible for working collaboratively with reading teachers using strategies that can be implemented in order to attain the reading goals. They will be held accountable through classroom walk-throughs, monthly departmental meetings, monthly professional development meetings, or lesson plans. Administrators and reading coaches will provide feedback through conferencing. Buddy teachers will be provided if needed. Additionally, during our homeroom "Striving To Achieve Reading Success" program, students and teachers will be introduced to an arsenal of reading strategies that can be used throughout the school year. The content area classrooms will be responsible for working collaboratively with reading teachers using strategies that can be implemented in order to attain the reading goals. They will be held accountable through classroom walk-throughs, monthly departmental meetings, monthly professional development meetings, or lesson plans. Administrators and reading coaches will provide feedback through conferencing. Buddy teachers will be provided if needed. Additionally, during our homeroom "Striving To Achieve Reading Success" program, students and teachers will be introduced to an arsenal of reading strategies that can be used throughout the school year.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The iPrep Math Program being implemented at Rockway Middle School which focuses on technology-based instruction which is student-centered with teachers as facilitators. In addition, school-wide there is a shift from traditional teaching methods to more technology-based learning as multi-media, computers, and web-based programs are utilized for teaching and learning. We are also implementing Business courses, Culinary Arts courses, Engineering courses and Law Study courses to help promote and increase the CTE courses' enrollment in High School.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

At Rockway Middle School, by promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary

opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Strategies for improving student readiness for the public postsecondary level

Rockway Middle will incorporate intervention and enrichment strategies focusing on students' strengths and weaknesses that will increase the percentage of students scoring at or above proficient in the areas of Reading and Math in High School.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	61%	No	73%
American Indian				
Asian				
Black/African American	52%	38%	No	57%
Hispanic	71%	62%	No	74%
White	64%	72%	Yes	68%
English language learners	53%	47%	No	57%
Students with disabilities	39%	31%	No	45%
Economically disadvantaged	68%	59%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	367	32%	35%
Students scoring at or above Achievement Level 4	322	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	90	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	77	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	60	30%	37%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	290	66%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	57%	No	72%
American Indian				
Asian				
Black/African American	48%	32%	No	54%
Hispanic	69%	58%	No	72%
White	69%	62%	No	72%
English language learners	61%	45%	No	65%
Students with disabilities	40%	32%	No	46%
Economically disadvantaged	67%	56%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	291	31%	48%
Students scoring at or above Achievement Level 4	160	17%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		74%	77%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	14%	14%
Students scoring at or above Achievement Level 4	138	85%	85%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	20	95%	95%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	28%	32%
Students scoring at or above Achievement Level 4	83	21%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		12%
Students scoring at or above Achievement Level 4	37	88%	88%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	400	35%	36%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	160	15%	16%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	56	36%	37%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		91%	92%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	5%	4%
Students who fail a mathematics course	35	3%	2%
Students who fail an English Language Arts course	16	1%	1%
Students who fail two or more courses in any subject	16	1%	1%
Students who receive two or more behavior referrals	125	11%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	141	12%	11%

Goals Summary

- G1.** Goal: On the 2013 FCAT 2.0 Reading, 61 percent of students at Rockway Middle School scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 73 percent of students to score at Level 3 or above, an increase of 12 percentage points.
- G2.** Students scoring at 3.5 or above on the 2014 FCAT Writing 2.0 will increase 3 percentage point from 66% to 69%.
- G3.** On the 2013 FCAT 2.0 Mathematics Exam, 57 percent of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Exam is for 72 percent of students to score at Level 3 or above, an increase of 15 percentage points.
- G4.** The 2013 performance data indicates that 74% of students participated in middle school acceleration exams and 100% of those students taking the exams achieved proficiency. Our goal for 2014 is to increase student participation.
- G5.** Performance data from the 2013 Algebra EOC Exam indicates that 14 percent of students scored at Level 3 and 85 percent score at Level 4 or 5. Our goal for the 2014 Algebra EOC Exam is to reduce the percent of students scoring at Level 3 by 1 percent.
- G6.** Five percent of students scored at Level 3 and 95% scored at Level 4 or 5 on the 2013 Geometry EOC Exam. Our goal for the 2014 Geometry EOC is to maintain the percent of students scoring at Level 3 and maintain the percent scoring Level 4 and above.
- G7.** Forty-eight percent of students scored a level 3 or above on the 2013 Science FCAT 2.0. Our goal is that 32% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.
- G8.** On the 2013 Biology I EOC, 12% of students scored at Level 3. Our goal for the 2014 Biology I EOC is to maintain 12% of students achieving proficiency.
- G9.** Our goal for 2013-2014 school year is to increase the percentage of students participating in STEM related activities and competitions from 35% to 36%.
- G10.** During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.
- G11.** Results of the 2013 Civics Baseline Assessment indicate that -% of students achieved Level 3 proficiency. Our goal for 2013-2014 is to increase the percentage of students achieving Level 3 proficiency to --%.
- G12.** Our goal for 2014 is to decrease the percentage of students who miss 10% or more of the available instructional time by 1 percentage points from 5% to 4% and to maintain at 1% the percentage of students who fail accelerated courses.

Goals Detail

G1. Goal: On the 2013 FCAT 2.0 Reading, 61 percent of students at Rockway Middle School scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 73 percent of students to score at Level 3 or above, an increase of 12 percentage points.

Targets Supported

Resources Available to Support the Goal

- -Personal Dictionaries -FCAT Explorer -McDougall Littell Literature Series

Targeted Barriers to Achieving the Goal

- The area of deficiency for Hispanic and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.
- The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.
- The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction.
- The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.
- The area of deficiency for students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.
- The area of deficiency for students scoring proficient in Listening/Speaking, as noted on the 2013 CELLA Data, is students' inability to use multiple strategies to develop grade appropriate vocabulary.
- The area of deficiency for students scoring proficient in Reading, as noted on the 2013 CELLA Data, is students' inability to identify relationships between concepts related to their reading, as well as an inability to independently realize when to use a specific reading skill or strategy.
- The area of deficiency for students scoring proficient in Writing, as noted on the 2013 CELLA Data, is development of support, word choice, and grammar skills based on their limited exposure to the English Language.
- The area of deficiency for the ELL and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved performance on Interim Assessments and on the 2014 Reading FCAT 2.0.

G2. Students scoring at 3.5 or above on the 2014 FCAT Writing 2.0 will increase 3 percentage point from 66% to 69%.

Targets Supported

- Writing

Resources Available to Support the Goal

- rubrics, visual aids to organize and record information, variety of writing samples, anchor papers and mentor texts

Targeted Barriers to Achieving the Goal

- The area of weakness as noted on the 2013 administration of the FCAT 2.0 Writing was Writing Application due to students' inability to support claims with logical reasoning and relevant, accurate data and evidence to support an argument.

Plan to Monitor Progress Toward the Goal

Review data trends. Data chats will be conducted after each Interim Assessment. Grade level and/or department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: School-site or District Interim Assessment Summative: Results from 2014 FCAT 2.0

G3. On the 2013 FCAT 2.0 Mathematics Exam, 57 percent of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Exam is for 72 percent of students to score at Level 3 or above, an increase of 15 percentage points.

Targets Supported

Resources Available to Support the Goal

- Holt Mathematics Textbook, Riverdeep, FCAT Explorer, Smartboards, GIZMOS, Reflex Math, Mathematics Teachers

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Mathematics Exam, students in the Black, White, Hispanic and ED subgroups did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.
- On the 2013 FCAT 2.0 Mathematics Exam, students in the ELL subgroup did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.
- On the 2013 FCAT 2.0 Mathematics Exam, students in the SWD subgroup did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.
- On the 2013 FCAT 2.0 Mathematics Exam, 31 percent of students scored at Level 3. Data indicates that students experienced most difficulty with Geometry and Measurement.
- On the 2013 FCAT 2.0 Mathematics Exam, 17 percent of students scored at Level 4 and 5. Data indicates that students experienced most difficulty with Geometry and Measurement.
- On the 2013 FCAT 2.0 Mathematics Exam, 71 percent of students demonstrated Learning Gains. Data indicates that students experienced most difficulty with Geometry and Measurement.
- On the 2013 FCAT 2.0 Mathematics Exam, 67 percent of students in the lowest 25 percent subgroup demonstrated Learning Gains. Data indicates that students experienced most difficulty with Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved performance on Interim Assessments and on the 2014 Mathematics FCAT 2.0.

G4. The 2013 performance data indicates that 74% of students participated in middle school acceleration exams and 100% of those students taking the exams achieved proficiency. Our goal for 2014 is to increase student participation.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- iprep Math, Carnegie Learning, FCAT Explorer

Targeted Barriers to Achieving the Goal

- Student readiness is the most significant barrier in increasing participation in middle school acceleration courses.

Plan to Monitor Progress Toward the Goal

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Classwork and benchmark assessments.

G5. Performance data from the 2013 Algebra EOC Exam indicates that 14 percent of students scored at Level 3 and 85 percent score at Level 4 or 5. Our goal for the 2014 Algebra EOC Exam is to reduce the percent of students scoring at Level 3 by 1 percent.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Pearson Algebra 1 Honors Gold Textbook, Florida FOCUS, Smartboards, GIZMOS, Mathematics Teachers

Targeted Barriers to Achieving the Goal

- Performance data on the 2013 Algebra 1 EOC Exam demonstrate that 14 percent of students scored at Level 3. The lowest performing category for this group was Rationals, Radicals, Quadratics & Discrete Mathematics.
- Performance data on the 2013 Algebra 1 EOC Exam demonstrate that 85 percent of students scored at Level 4-5. The lowest performing category for this group was Rationals, Radicals, Quadratics & Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Using the FCIM, student progress will be monitored and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved performance on Interim Assessments and on the 2014 Algebra 1 EOC.

G6. Five percent of students scored at Level 3 and 95% scored at Level 4 or 5 on the 2013 Geometry EOC Exam. Our goal for the 2014 Geometry EOC is to maintain the percent of students scoring at Level 3 and maintain the percent scoring Level 4 and above.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Performance data on the 2013 Geometry EOC Exam demonstrate that 5 percent of students scored at Level 3. The lowest performing category for this group was Three Dimensional Geometry.
- Performance data on the 2013 Geometry EOC Exam demonstrate that 95 percent of students scored at Level 4 and 5. The lowest performing category for this group was Three Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Using the FCIM, student progress will be monitored and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved performance on Interim Assessments and on the 2014 Geometry EOC.

G7. Forty-eight percent of students scored a level 3 or above on the 2013 Science FCAT 2.0. Our goal is that 32% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Gizmos, FCAT Explorer, Discovery Learning, labs

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the Science FCAT 2.0, there is a limitation for students in Levels 4 and 5 in the reporting category 1: Nature of Science.
- As noted on the 2013 administration of the Science FCAT 2.0, the limitation for students at level 3 is found in the reporting category 3: Physical Science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data reports will be reviewed. Data chats will be conducted after each Interim Assessment. Department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Pre-progress-post-test/Interim and /or Parallel Assessments FCAT Explorer Assessments
Summative: 2014 FCAT 2.0 Science Assessment

G8. On the 2013 Biology I EOC, 12% of students scored at Level 3. Our goal for the 2014 Biology I EOC is to maintain 12% of students achieving proficiency.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS

Targeted Barriers to Achieving the Goal

- As noted on the 2013 administration of the Biology I EOC Assessment, students performing at level 3 had difficulties in the reporting category 2, Molecular and Cellular Biology. Students need opportunities to identify and manipulate carbon compounds and the structure and function of macromolecules.
- As noted on the 2013 administration of the Biology I EOC Assessment, students performing at level 4 or above had difficulties in the reporting category 2, Molecular and Cellular Biology. Students need opportunities to identify and manipulate carbon compounds and the structure and function of macromolecules.

Plan to Monitor Progress Toward the Goal

The 2014 Biology I EOC results will be analyzed to determine progress.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Laboratory Reports, Pre-progress-post- test/Interim and /or e-PAT's Assessments Summative 2014 Biology EOC

G9. Our goal for 2013-2014 school year is to increase the percentage of students participating in STEM related activities and competitions from 35% to 36%.

Targets Supported

- STEM

Resources Available to Support the Goal

- Dream in Green, Fairchild Challenge, eGFI: Dream Up the Future and Master Tools

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

Plan to Monitor Progress Toward the Goal

The STEM and Green team and Administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

MTSS

Target Dates or Schedule:

ongoing

Evidence of Completion:

Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC)

G10. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Career Elective courses pamphlets

Targeted Barriers to Achieving the Goal

- Lack of student awareness to the variety and availability of career and technical education choices and programs in order to increase enrollment in CTE courses.
- Low enrollment of CTE students in accelerated courses.
- CTE teachers require further knowledge objectives and/or testing procedures.

Plan to Monitor Progress Toward the Goal

Ongoing classroom assessment and observation by MTSS, CTE Teacher, and Electives Department Chair to monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of assessment data including baseline, practice or readiness tests.

Person or Persons Responsible

CTE Instructors MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved enrollment of students in CTE courses and advanced placement courses.

G11. Results of the 2013 Civics Baseline Assessment indicate that -% of students achieved Level 3 proficiency. Our goal for 2013-2014 is to increase the percentage of students achieving Level 3 proficiency to --%.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- graph, charts , maps, timelines , political cartoons, primary and secondary sources , print and non-print resources to research specific issues related to government/civics3, Project Citizen

Targeted Barriers to Achieving the Goal

- Students have difficulty transferring writing and language arts skills to understanding the history of the American system of government and politics.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, review data trends. Data chats will be conducted after each Interim Assessment. Department meetings will be conducted to obtain teacher feedback on effectiveness of strategies.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved performance on Interim Assessments and on the 2014 Civics End of Course exam.

G12. Our goal for 2014 is to decrease the percentage of students who miss 10% or more of the available instructional time by 1 percentage points from 5% to 4% and to maintain at 1% the percentage of students who fail accelerated courses.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- attendance bulletin, attendance incentives, behavior referrals, report cards and progress reports

Targeted Barriers to Achieving the Goal

- There are limited opportunities and limited personnel to recognize students for daily attendance and satisfactory achievement.
- Students are unfamiliar with the Code of Student Conduct and the corrective strategies that are employed for infractions.
- Limited personnel to oversee course recovery for students failing courses.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data reports and attendance bulletins will be reviewed and instruction and strategies will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved accelerated courses' performance on Interim Assessments and on the 2014 FCAT 2.0. and a decreased percentage of students missing available instructional time.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Goal: On the 2013 FCAT 2.0 Reading, 61 percent of students at Rockway Middle School scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 73 percent of students to score at Level 3 or above, an increase of 12 percentage points.

G1.B1 The area of deficiency for Hispanic and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.

G1.B1.S1 Utilize graphic organizers , summarization activities, text marking, and anchoring conclusions back to the text.

Action Step 1

Teacher will utilize graphic organizers (e.g., note taking, mapping), summarization activities, text marking (e.g., making margin notes, highlighting), and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Teacher will have students apply these strategies to a variety of texts.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Formal and informal classroom observations.

Person or Persons Responsible

LTT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of Reading Application concepts with increasing proficiency.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B2 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.

G1.B2.S1 Practice using and identifying details from the passage to determine main idea, plot, and purpose. Teacher will have students make inferences, draw conclusions, and identify implied main idea and author's purpose.

Action Step 1

Teacher will have students practice using and identifying details from the passage to determine main idea, plot, and purpose. Teacher will give students practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Formal and informal classroom observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Students will increase their proficiency in reading application to include making inferences, drawing conclusions, and identifying implied main idea and author's purpose/perspective in grade level, complex text.

Plan to Monitor Effectiveness of G1.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B3 The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction.

G1.B3.S1 Practice reducing textual information to key points ; comparing and contrasting in and across a variety of genres; analyze how an author’s choices concerning how to structure a text, order events within it , manipulate time and create such effects such as mystery, tension, or surprise.

Action Step 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts. Teachers will also have students become more familiar with comparing and contrasting in and across a variety of genres. They will also help students analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Language Arts Department Chair

Participants:

Teacher

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

Formal and informal classroom observations

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of Literature Analysis-Fiction/Nonfiction concepts with increasing proficiency.

Plan to Monitor Effectiveness of G1.B3.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B4 The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G1.B4.S1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

Teacher will develop lessons in which students will learn how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Language Arts Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Formal and informal classroom observations

Person or Persons Responsible

LTT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of vocabulary with increasing proficiency.

Plan to Monitor Effectiveness of G1.B4.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B5 The area of deficiency for students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G1.B5.S1 Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Formal and informal classroom observations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of vocabulary concepts with increasing proficiency.

Plan to Monitor Effectiveness of G1.B5.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B6 The area of deficiency for students scoring proficient in Listening/Speaking, as noted on the 2013 CELLA Data, is students' inability to use multiple strategies to develop grade appropriate vocabulary.

G1.B6.S1 Substitution, Expansion, Paraphrase, and Repetition as well as vocabulary word maps, word walls, instruction in different levels of content specific words, and read for a variety of texts.

Action Step 1

Teachers will use Substitution, Expansion, Paraphrase, and Repetition as well as vocabulary word maps, word walls, instruction in different levels of content specific words, and read for a variety of texts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Classroom visits to monitor student work.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop grade-appropriate vocabulary.

Plan to Monitor Effectiveness of G1.B6.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B7 The area of deficiency for students scoring proficient in Reading, as noted on the 2013 CELLA Data, is students' inability to identify relationships between concepts related to their reading, as well as an inability to independently realize when to use a specific reading skill or strategy.

G1.B7.S1 How and when to use graphic organizers and will model correct usage. -Teachers will practice with students how to apply specific reading strategies to a wide variety of texts.

Action Step 1

Teachers will teach how and when to use graphic organizers and will model correct usage. -Teachers will practice with students how to apply specific reading strategies to a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Language Arts Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Formal and informal classroom observations

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of relationships between concepts related to their reading. They will be able to realize when to use a specific reading skill or strategy independently.

Plan to Monitor Effectiveness of G1.B7.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B8 The area of deficiency for students scoring proficient in Writing, as noted on the 2013 CELLA Data, is development of support, word choice, and grammar skills based on their limited exposure to the English Language.

G1.B8.S1 Use Model texts, words walls, Spelling Strategies, Process Writing and Graphics Organizers which develop support, word choice, and grammar skills to expose students to the English Language.

Action Step 1

Teachers will use model texts, words walls, Spelling Strategies, Process Writing and Graphics Organizers to develop support, word choice, and grammar skills to expose themselves to the English Language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Formal and informal classroom visits.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formal and informal classroom visits.

Plan to Monitor Effectiveness of G1.B8.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G1.B9 The area of deficiency for the ELL and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G1.B9.S1 Use a variety of activities working with sets of words that are semantically related and provide the students with the opportunity for more practice with prefixes, suffixes, root words, synonyms, and antonyms.

Action Step 1

Teachers will use a variety of activities working with sets of words that are semantically related and provide the students with the opportunity for more practice with prefixes, suffixes, root words, synonyms, and antonyms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and site generated assessments.

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Formal and informal classroom observatios

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of vocabulary with increasing proficiency.

Plan to Monitor Effectiveness of G1.B9.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G2. Students scoring at 3.5 or above on the 2014 FCAT Writing 2.0 will increase 3 percentage point from 66% to 69%.

G2.B1 The area of weakness as noted on the 2013 administration of the FCAT 2.0 Writing was Writing Application due to students' inability to support claims with logical reasoning and relevant, accurate data and evidence to support an argument.

G2.B1.S1 Provide a variety of instructional strategies and activities that include introducing a claim about a topic, acknowledge and distinguish the claim from opposing claims, organize the evidence logically and support the claim.

Action Step 1

Students will analyze the text and synthesize the information to support their argument. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments and lesson plans

Facilitator:

Language Arts Department

Participants:

Teachers

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

Following the FCIM model, walk through and classroom observations will be conducted.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, benchmark assessments, student work samples, observations

Plan to Monitor Effectiveness of G2.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G3. On the 2013 FCAT 2.0 Mathematics Exam, 57 percent of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Exam is for 72 percent of students to score at Level 3 or above, an increase of 15 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Exam, students in the Black, White, Hispanic and ED subgroups did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Action Step 1

Teachers will create lessons infusing higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Mathematics Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Formal and informal classroom visits.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of geometry and measurement concepts with increasing proficiency.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G3.B2 On the 2013 FCAT 2.0 Mathematics Exam, students in the ELL subgroup did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B2.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Action Step 1

Teachers will develop more lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of geometry and measurement concepts with increasing proficiency.

Plan to Monitor Effectiveness of G3.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G3.B3 On the 2013 FCAT 2.0 Mathematics Exam, students in the SWD subgroup did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B3.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Action Step 1

Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Mathematics Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of geometry and measurement concepts with increasing proficiency.

Plan to Monitor Effectiveness of G3.B3.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G3.B4 On the 2013 FCAT 2.0 Mathematics Exam, 31 percent of students scored at Level 3. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B4.S1 Utilize Task Cards as a means of engaging students in higher order thinking with the concepts of geometry and measurement.

Action Step 1

Teachers will create lessons utilizing Task Cards as a means of engaging students in higher order thinking with the concepts of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of geometry and measurement concepts with increasing proficiency.

Plan to Monitor Effectiveness of G3.B4.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G3.B5 On the 2013 FCAT 2.0 Mathematics Exam, 17 percent of students scored at Level 4 and 5. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B5.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Action Step 1

Teachers will provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Mathematics Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of geometry and measurement concepts with increasing proficiency.

Plan to Monitor Effectiveness of G3.B5.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G3.B6 On the 2013 FCAT 2.0 Mathematics Exam, 71 percent of students demonstrated Learning Gains. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B6.S1 Support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will create lessons that support mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of geometry and measurement concepts with increasing proficiency.

Plan to Monitor Effectiveness of G3.B6.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G3.B7 On the 2013 FCAT 2.0 Mathematics Exam, 67 percent of students in the lowest 25 percent subgroup demonstrated Learning Gains. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B7.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Action Step 1

Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Mathematics Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of geometry and measurement concepts with increasing proficiency.

Plan to Monitor Effectiveness of G3.B7.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G4. The 2013 performance data indicates that 74% of students participated in middle school acceleration exams and 100% of those students taking the exams achieved proficiency. Our goal for 2014 is to increase student participation.

G4.B1 Student readiness is the most significant barrier in increasing participation in middle school acceleration courses.

G4.B1.S1 The MTSS team members will monitor the progress of students in advanced classes mastering grade level standards.

Action Step 1

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork and benchmark assessments.

Facilitator:

Mathematics Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork and benchmark assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork and benchmark assessments.

G5. Performance data from the 2013 Algebra EOC Exam indicates that 14 percent of students scored at Level 3 and 85 percent score at Level 4 or 5. Our goal for the 2014 Algebra EOC Exam is to reduce the percent of students scoring at Level 3 by 1 percent.

G5.B1 Performance data on the 2013 Algebra 1 EOC Exam demonstrate that 14 percent of students scored at Level 3. The lowest performing category for this group was Rationals, Radicals, Quadratics & Discrete Mathematics.

G5.B1.S1 Teachers will provide students opportunities to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Classroom instruction on smart boards will include opportunities to model real world situations with quadratic equations using multiple representations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Mathematics Department Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G5.B2 Performance data on the 2013 Algebra 1 EOC Exam demonstrate that 85 percent of students scored at Level 4-5. The lowest performing category for this group was Rationals, Radicals, Quadratics & Discrete Mathematics.

G5.B2.S1 Provide opportunities for students to solve algebraic proportions in real-world and mathematical contexts.

Action Step 1

Teachers will create opportunities for students to solve algebraic proportions in real-world and mathematical contexts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Effectiveness of G5.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G6. Five percent of students scored at Level 3 and 95% scored at Level 4 or 5 on the 2013 Geometry EOC Exam. Our goal for the 2014 Geometry EOC is to maintain the percent of students scoring at Level 3 and maintain the percent scoring Level 4 and above.

G6.B1 Performance data on the 2013 Geometry EOC Exam demonstrate that 5 percent of students scored at Level 3. The lowest performing category for this group was Three Dimensional Geometry.

G6.B1.S1 Teachers will provide students opportunities to identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net.

Action Step 1

Teachers will provide students opportunities to identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G6.B2 Performance data on the 2013 Geometry EOC Exam demonstrate that 95 percent of students scored at Level 4 and 5. The lowest performing category for this group was Three Dimensional Geometry.

G6.B2.S1 The teachers will provide opportunities to justify and apply formulas to determine surface area, lateral area, and volume of solids.

Action Step 1

Classroom instruction will provide students opportunities to justify and apply formulas to determine surface area, lateral area, and volume of solids

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Effectiveness of G6.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G7. Forty-eight percent of students scored a level 3 or above on the 2013 Science FCAT 2.0. Our goal is that 32% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.

G7.B1 As noted on the 2013 administration of the Science FCAT 2.0, there is a limitation for students in Levels 4 and 5 in the reporting category 1: Nature of Science.

G7.B1.S1 Provide inquiry-based, hands-on, laboratory activities infusing higher order questioning strategies allowing [OBJ:OBJ:OBJ:OBJ:OBJ] students to make connections to real-life experiences.

Action Step 1

Teachers will provide inquiry-based, hands-on, laboratory activities infusing higher order questioning strategies allowing [OBJ:OBJ:OBJ:OBJ:OBJ] students to make connections to real-life experiences in to order ensure that all students participate in scientific enrichment activities and Science competitions like SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge and Dream in Green.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments. Student Participation in scientific enrichment activities and Science competitions.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Following the FCIM model, walk through and classroom observations will be conducted.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards and benchmark assessments

Plan to Monitor Effectiveness of G7.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G7.B2 As noted on the 2013 administration of the Science FCAT 2.0, the limitation for students at level 3 is found in the reporting category 3: Physical Science.

G7.B2.S1 Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks

Action Step 1

Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Science Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G7.B2.S1

The Science Department Chair and Co-chair will review evidence of students' inquiry explanation model C-E-R and provide guidance as needed to monitor fidelity.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards and benchmark assessments

Plan to Monitor Effectiveness of G7.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, progress reports, report cards and benchmark assessments

G8. On the 2013 Biology I EOC, 12% of students scored at Level 3. Our goal for the 2014 Biology I EOC is to maintain 12% of students achieving proficiency.

G8.B1 As noted on the 2013 administration of the Biology I EOC Assessment, students performing at level 3 had difficulties in the reporting category 2, Molecular and Cellular Biology. Students need opportunities to identify and manipulate carbon compounds and the structure and function of macromolecules.

G8.B1.S1 Develop differentiated instruction groups, provide inquiry-based, hands-on, laboratory activities and will promote the use of scientific journals and instructional technology.

Action Step 1

Department Chair and Teacher will adjust the teacher's Biology Honors I IFC based on the strategies described above, adhering to the pacing guides and the Biology Test Item Specifications during the first nine weeks. Department chair and Teacher will review and analyze the results of Interim Assessments data for remediation and instruction differentiation when they become available.

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Laboratory Reports, Pre-progress-post- test/Interim and /or e-PAT's Assessments
Summative 2014 Biology EOC

Facilitator:

Science Department Chair

Participants:

Science Department Chair

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Use of instructional technology data, i.e. from Florida Achieves FOCUS and use of scientific journals entries, will be monitored by the teacher, and data from the Biology I EOC District Interim Assessments in the reporting category 2 will be analyzed by the department chair and teacher to monitor fidelity.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Laboratory Reports, Pre-progress-post- test/Interim and /or e-PAT's Assessments
Summative 2014 Biology EOC

Plan to Monitor Effectiveness of G8.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Laboratory Reports, Pre-progress-post- test/Interim and /or e-PAT's Assessments
Summative 2013 Biology EOC

G8.B2 As noted on the 2013 administration of the Biology I EOC Assessment, students performing at level 4 or above had difficulties in the reporting category 2, Molecular and Cellular Biology. Students need opportunities to identify and manipulate carbon compounds and the structure and function of macromolecules.

G8.B2.S1 Provide inquiry-based, hands-on activities and fieldtrips incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life situations, and explain and write about their results and their experiences.

Action Step 1

Teachers will provide inquiry-based, hands-on activities and fieldtrips incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life situations, and explain and write about their results and their experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Following the FCIM model, walk through and classroom observations and will be conducted, along with lab reports and formal and informal observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, reports and benchmark assessments

Plan to Monitor Effectiveness of G8.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G9. Our goal for 2013-2014 school year is to increase the percentage of students participating in STEM related activities and competitions from 35% to 36%.

G9.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

G9.B1.S1 We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge)

Action Step 1

We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Earth-Echo International Facilitators

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Formal and informal classroom observations

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students participation in STEM related activities and competitions will increase

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC)

G10. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

G10.B1 Lack of student awareness to the variety and availability of career and technical education choices and programs in order to increase enrollment in CTE courses.

G10.B1.S1 Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

Action Step 1

CTE Teachers will implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

Person or Persons Responsible

CTE Instructors MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Person or Persons Responsible

CTE Instructors MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

The increase in percent of students enrolled in CTE courses.

Plan to Monitor Effectiveness of G10.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

CTE Instructors MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student enrollment in CTE courses for 2012-2013.

G10.B2 Low enrollment of CTE students in accelerated courses.

G10.B2.S1 Increase enrollment in accelerated placement courses to enhance instruction for CTE curriculum.

Action Step 1

Accelerated placement courses' offerings will be increased to enhance instruction for CTE curriculum.

Person or Persons Responsible

CTE Teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of students enrolled in accelerated placement courses.

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Monitor enrollment into accelerated placement courses.

Person or Persons Responsible

CTE teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in accelerated placement courses

Plan to Monitor Effectiveness of G10.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

CTE teacher MTSS/Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in the advanced courses.

G10.B3 CTE teachers require further knowledge objectives and/or testing procedures.

G10.B3.S1 Provide release time and/or substitute funding for teachers to attend district ICE training and CTE conferences.

Action Step 1

CTE teacher will be released to attend district ICE training and CTE conferences.

Person or Persons Responsible

CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Facilitator:

CTE conference instructors

Participants:

CTE teacher

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Formal and informal classroom visitations

Person or Persons Responsible

CTE Teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher will acquire more knowledge of CTE objectives and/or testing procedures

Plan to Monitor Effectiveness of G10.B3.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

CTE teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance in Benchmarks as a result of improved teacher knowledge on CTE content

G11. Results of the 2013 Civics Baseline Assessment indicate that -% of students achieved Level 3 proficiency. Our goal for 2013-2014 is to increase the percentage of students achieving Level 3 proficiency to --%.

G11.B1 Students have difficulty transferring writing and language arts skills to understanding the history of the American system of government and politics.

G11.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Action Step 1

Teacher will ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery and will incorporate content vocabulary, participation in project-based learning and writing to inform and persuade supporting the civics curriculum.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

Facilitator:

Social Studies Department Chair

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Formal and informal classroom observations.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will develop a deeper understanding of the American system of government and politics.

Plan to Monitor Effectiveness of G11.B1.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student performance on Interim and Benchmark Assessments.

G12. Our goal for 2014 is to decrease the percentage of students who miss 10% or more of the available instructional time by 1 percentage points from 5% to 4% and to maintain at 1% the percentage of students who fail accelerated courses.

G12.B1 There are limited opportunities and limited personnel to recognize students for daily attendance and satisfactory achievement.

G12.B1.S1 Identify students who may be developing a pattern of nonattendance/tardiness and implement an action plan for students with 3 or more absences from class.

Action Step 1

The Literacy Leadership Team will identify students who are missing instructional time.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletin

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Students will develop a deeper understanding of the importance of being present and will recognize that academic development is correlated to daily attendance.

Person or Persons Responsible

Student Services MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of G12.B1.S1

Attendance bulletins will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student attendance on attendance reports.

G12.B2 Students are unfamiliar with the Code of Student Conduct and the corrective strategies that are employed for infractions.

G12.B2.S1 Grade level orientations will be conducted to review the Code of Student Conduct with students. In addition, students and parents will sign acknowledgment of reading and understanding corrective strategies that are employed for infractions of the COSC, with follow up as needed.

Action Step 1

Conduct grade level orientations and receive sign acknowledgment from students and parents

Person or Persons Responsible

Counselors MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance of orientation and signed acknowledgment sheet

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Review of Attendance bulletin - ensure progress is being made and adjust strategy as needed

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance bulletin

Plan to Monitor Effectiveness of G12.B2.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

G12.B3 Limited personnel to oversee course recovery for students failing courses.

G12.B3.S1 Students will be enrolled in course recovery classes.

Action Step 1

MTSS team will ensure that adequate resources, personnel and space are in place to be able to implement the course recovery courses.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentages in EWS

Plan to Monitor Fidelity of Implementation of G12.B3.S1

MTSS/RtI will monitor students in danger of failing classes.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentage in EWS

Plan to Monitor Effectiveness of G12.B3.S1

Monitor students' progress through informal and formal assessment.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduced percentage in EWS

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

At Rockway Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

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

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

N/A

Title III

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

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

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

Title VI, Part B - NA

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Rockway Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

Nutrition Programs

- 1) Rockway Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Rockway Middle School is currently implementing the Alliance for a Healthier Generation program to promote health and nutrition.

Housing Programs - N/A

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

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

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

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

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

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

School Improve Grant Fund/School Improvement Grant Initiative

Rockway Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated

instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Health Connect in Our Schools

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Goal: On the 2013 FCAT 2.0 Reading, 61 percent of students at Rockway Middle School scored at Level 3 or above . Our goal on the 2014 FCAT 2.0 Reading is for 73 percent of students to score at Level 3 or above, an increase of 12 percentage points.

G1.B3 The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction.

G1.B3.S1 Practice reducing textual information to key points ; comparing and contrasting in and across a variety of genres; analyze how an author's choices concerning how to structure a text, order events within it , manipulate time and create such effects such as mystery, tension, or surprise.

PD Opportunity 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts. Teachers will also have students become more familiar with comparing and contrasting in and across a variety of genres. They will also help students analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Facilitator

Language Arts Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G1.B4 The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G1.B4.S1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PD Opportunity 1

Teacher will develop lessons in which students will learn how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Facilitator

Language Arts Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B7 The area of deficiency for students scoring proficient in Reading, as noted on the 2013 CELLA Data, is students' inability to identify relationships between concepts related to their reading, as well as an inability to independently realize when to use a specific reading skill or strategy.

G1.B7.S1 How and when to use graphic organizers and will model correct usage. -Teachers will practice with students how to apply specific reading strategies to a wide variety of texts.

PD Opportunity 1

Teachers will teach how and when to use graphic organizers and will model correct usage. -Teachers will practice with students how to apply specific reading strategies to a wide variety of texts.

Facilitator

Language Arts Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G2. Students scoring at 3.5 or above on the 2014 FCAT Writing 2.0 will increase 3 percentage point from 66% to 69%.

G2.B1 The area of weakness as noted on the 2013 administration of the FCAT 2.0 Writing was Writing Application due to students' inability to support claims with logical reasoning and relevant, accurate data and evidence to support an argument.

G2.B1.S1 Provide a variety of instructional strategies and activities that include introducing a claim about a topic, acknowledge and distinguish the claim from opposing claims, organize the evidence logically and support the claim.

PD Opportunity 1

Students will analyze the text and synthesize the information to support their argument. Teachers will facilitate instruction that assists students in supporting their answers with strong arguments.

Facilitator

Language Arts Department

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, benchmark assessments and lesson plans

G3. On the 2013 FCAT 2.0 Mathematics Exam, 57 percent of students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Exam is for 72 percent of students to score at Level 3 or above, an increase of 15 percentage points.

G3.B1 On the 2013 FCAT 2.0 Mathematics Exam, students in the Black, White, Hispanic and ED subgroups did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

PD Opportunity 1

Teachers will create lessons infusing higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

Facilitator

Mathematics Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G3.B3 On the 2013 FCAT 2.0 Mathematics Exam, students in the SWD subgroup did not meet their expected target. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B3.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

PD Opportunity 1

Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Facilitator

Mathematics Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G3.B5 On the 2013 FCAT 2.0 Mathematics Exam, 17 percent of students scored at Level 4 and 5. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B5.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

PD Opportunity 1

Teachers will provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

Facilitator

Mathematics Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G3.B7 On the 2013 FCAT 2.0 Mathematics Exam, 67 percent of students in the lowest 25 percent subgroup demonstrated Learning Gains. Data indicates that students experienced most difficulty with Geometry and Measurement.

G3.B7.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

PD Opportunity 1

Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Facilitator

Mathematics Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G4. The 2013 performance data indicates that 74% of students participated in middle school acceleration exams and 100% of those students taking the exams achieved proficiency. Our goal for 2014 is to increase student participation.

G4.B1 Student readiness is the most significant barrier in increasing participation in middle school acceleration courses.

G4.B1.S1 The MTSS team members will monitor the progress of students in advanced classes mastering grade level standards.

PD Opportunity 1

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Facilitator

Mathematics Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classwork and benchmark assessments.

G5. Performance data from the 2013 Algebra EOC Exam indicates that 14 percent of students scored at Level 3 and 85 percent score at Level 4 or 5. Our goal for the 2014 Algebra EOC Exam is to reduce the percent of students scoring at Level 3 by 1 percent.

G5.B1 Performance data on the 2013 Algebra 1 EOC Exam demonstrate that 14 percent of students scored at Level 3. The lowest performing category for this group was Rationals, Radicals, Quadratics & Discrete Mathematics.

G5.B1.S1 Teachers will provide students opportunities to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

PD Opportunity 1

Classroom instruction on smart boards will include opportunities to model real world situations with quadratic equations using multiple representations.

Facilitator

Mathematics Department Chair

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G7. Forty-eight percent of students scored a level 3 or above on the 2013 Science FCAT 2.0. Our goal is that 32% of students that take the 2014 Science FCAT 2.0 score a level 3 or above.

G7.B2 As noted on the 2013 administration of the Science FCAT 2.0, the limitation for students at level 3 is found in the reporting category 3: Physical Science.

G7.B2.S1 Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks

PD Opportunity 1

Teachers will use inquiry explanation model and scientific writing for laboratory activities (C-E-R) and implement activities using Gizmos, Florida Focus, FCAT Explorer and/or Pearson's Interactive Path to review specific Physical Science benchmarks

Facilitator

Science Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G8. On the 2013 Biology I EOC, 12% of students scored at Level 3. Our goal for the 2014 Biology I EOC is to maintain 12% of students achieving proficiency.

G8.B1 As noted on the 2013 administration of the Biology I EOC Assessment, students performing at level 3 had difficulties in the reporting category 2, Molecular and Cellular Biology. Students need opportunities to identify and manipulate carbon compounds and the structure and function of macromolecules.

G8.B1.S1 Develop differentiated instruction groups, provide inquiry-based, hands-on, laboratory activities and will promote the use of scientific journals and instructional technology.

PD Opportunity 1

Department Chair and Teacher will adjust the teacher's Biology Honors I IFC based on the strategies described above, adhering to the pacing guides and the Biology Test Item Specifications during the first nine weeks. Department chair and Teacher will review and analyze the results of Interim Assessments data for remediation and instruction differentiation when they become available.

Facilitator

Science Department Chair

Participants

Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Laboratory Reports, Pre-progress-post- test/Interim and /or e-PAT's Assessments
Summative 2014 Biology EOC

G9. Our goal for 2013-2014 school year is to increase the percentage of students participating in STEM related activities and competitions from 35% to 36%.

G9.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

G9.B1.S1 We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge)

PD Opportunity 1

We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Facilitator

Earth-Echo International Facilitators

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G10. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

G10.B3 CTE teachers require further knowledge objectives and/or testing procedures.

G10.B3.S1 Provide release time and/or substitute funding for teachers to attend district ICE training and CTE conferences.

PD Opportunity 1

CTE teacher will be released to attend district ICE training and CTE conferences.

Facilitator

CTE conference instructors

Participants

CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

G11. Results of the 2013 Civics Baseline Assessment indicate that -% of students achieved Level 3 proficiency. Our goal for 2013-2014 is to increase the percentage of students achieving Level 3 proficiency to --%.

G11.B1 Students have difficulty transferring writing and language arts skills to understanding the history of the American system of government and politics.

G11.B1.S1 Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

PD Opportunity 1

Teacher will ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery and will incorporate content vocabulary, participation in project-based learning and writing to inform and persuade supporting the civics curriculum.

Facilitator

Social Studies Department Chair

Participants

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and benchmark assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	The 2013 performance data indicates that 74% of students participated in middle school acceleration exams and 100% of those students taking the exams achieved proficiency. Our goal for 2014 is to increase student participation.	\$500
G9.	Our goal for 2013-2014 school year is to increase the percentage of students participating in STEM related activities and competitions from 35% to 36%.	\$400
G10.	During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.	\$500
G12.	Our goal for 2014 is to decrease the percentage of students who miss 10% or more of the available instructional time by 1 percentage points from 5% to 4% and to maintain at 1% the percentage of students who fail accelerated courses.	\$500
Total		\$1,900

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$1,900
Total		\$1,900

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. The 2013 performance data indicates that 74% of students participated in middle school acceleration exams and 100% of those students taking the exams achieved proficiency. Our goal for 2014 is to increase student participation.

G4.B1 Student readiness is the most significant barrier in increasing participation in middle school acceleration courses.

G4.B1.S1 The MTSS team members will monitor the progress of students in advanced classes mastering grade level standards.

Action Step 1

Monitor students in advanced level classes and identify those demonstrating mastery on grade level standards.

Resource Type

Evidence-Based Program

Resource

Promotion to increase awareness to the variety of CTE courses available at Rockway Middle School.

Funding Source

EESAC

Amount Needed

\$500

G9. Our goal for 2013-2014 school year is to increase the percentage of students participating in STEM related activities and competitions from 35% to 36%.

G9.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

G9.B1.S1 We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge)

Action Step 1

We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Resource Type

Evidence-Based Program

Resource

Robotics kits for the Engineering classes

Funding Source

EESAC

Amount Needed

\$400

G10. During the 2013 school year 17% of our student population was enrolled in one or more CTE courses. Our goal for the 2014 school year is to increase CTE courses enrollment by 2 percentage points to 19%.

G10.B1 Lack of student awareness to the variety and availability of career and technical education choices and programs in order to increase enrollment in CTE courses.

G10.B1.S1 Implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

Action Step 1

CTE Teachers will implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.

Resource Type

Evidence-Based Program

Resource

Incentives for perfect attendance.

Funding Source

EESAC

Amount Needed

\$500

G12. Our goal for 2014 is to decrease the percentage of students who miss 10% or more of the available instructional time by 1 percentage points from 5% to 4% and to maintain at 1% the percentage of students who fail accelerated courses.

G12.B1 There are limited opportunities and limited personnel to recognize students for daily attendance and satisfactory achievement.

G12.B1.S1 Identify students who may be developing a pattern of nonattendance/tardiness and implement an action plan for students with 3 or more absences from class.

Action Step 1

The Literacy Leadership Team will identify students who are missing instructional time.

Resource Type

Evidence-Based Program

Resource

Incentives to promote enrollment in accelerated courses and end-of-year awards.

Funding Source

EESAC

Amount Needed

\$500