2013-2014 SCHOOL IMPROVEMENT PLAN

Rock Lake Middle School

250 SLADE DR
Longwood, FL 32750
407-746-9350
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0621

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	36%

Alternative/ESE Center	Charter School	Minority Rate
No	No	31%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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.

Table of Contents

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 Information

School-Level Information

School
Rock Lake Middle School

Principal
Pamela Shellman

School Advisory Council chair
Todd Kozak

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Eric Basilo	Assistant Principal
Marc Pitters	Assistant Principal
Timothy Bair	Dean
Laura Adlam	School Instructional Literacy Coach
Barbara Gruber	Success Team Leader (Academic Intervention Specialist)
Babita Hinduja	Guidance Counselor

District-Level Information

District
Seminole

Superintendent
Dr. Walt Griffin

Date of school board approval of SIP
11/11/2013

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

The SAC is comprised of 11 voting members and 1 non-voting member. There are 4 minorities (African American, Hispanic, and Indian), and 7 non-minorities. Of the 11 voting members, 6 are parents/ community members, 3 are instructional personnel, 1 is non-instructional (cafeteria manager) and 1 is administration (the non-voting member is also administration). There are 4 males and 7 females.

Involvement of the SAC in the development of the SIP

The SAC plays a crucial role in the creation of the SAC. Once the data is compiled, the SAC reviews this data and suggests goals. These goals are brought back to the Curriculum leaders and the final goals are completed. They SAC then reviews the SIP and approves it.

Activities of the SAC for the upcoming school year

The SAC, in conjunction with Administration and the SILC, will present 3 parent training sessions designed to increase parent understanding of the instructional strategies used and to use data to help better meet their child's needs. This, in turn, will provide them with the tools to better support their child's academic career.

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

All funds will be used to enhance classroom instruction (approx. $940).

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:

Pamela Shellman

Principal	Years as Administrator: 24	Years at Current School: 6
Credentials	Bachelor of Science in Elementary Education, University of Florida Masters in Administration and Supervision, Steston University	
Performance Record	Earned an "A" Rating for all years at Rock Lake Middle School	

Eric Basilo

Asst Principal	Years as Administrator: 5	Years at Current School: 1
Credentials	Bachelors of Science in Mathematics Education, University of Central Florida Masters in Educational Leadership - University of Central Florida Doctorate in Educational Leadership - University of Central Florida	
Performance Record	2012-2013 - Assistant Principal at Rock Lake Middle School; received an "A" Rating 2008-2012 - Assistant Principal at Tuskawilla Middle School; received an "A" rating for all 4 years	

Marc Pitters		
Asst Principal	Years as Administrator: 8	Years at Current School: 0
Credentials	Bachelor of Science in Social Studies Education, Nova University Masters in Educational Leadership, Barry University	
Performance Record	January 2013 - present - Assistant Principal at Rock Lake Middle School ("A" Rating) August 2005 - December 2012 - Assistant Principal at Lawton Chiles Middle School ("A" Rating all years)	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Laura Adlam		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy, Data, RtI/MTSS, Other	
Credentials	Bachelors of Science in Education, Cameron University Minor degree in Reading, Cameron University Reading Endorsement	
Performance Record	Earned an "A" Rating for all years at Rock Lake Middle School	

Classroom Teachers

# of classroom teachers

58

 # receiving effective rating or higher

0, 0%

 # Highly Qualified Teachers

100%

 # certified in-field

57, 98%

 # ESOL endorsed

8, 14%

 # reading endorsed

6, 10%

 # with advanced degrees

26, 45%

 # National Board Certified

2, 3%

 # first-year teachers

3, 5%

 # with 1-5 years of experience

17, 29%

 # with 6-14 years of experience

20, 34%

 # with 15 or more years of experience

18, 31%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

RLMS has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year.

Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

RLMS has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

Marc Pitters, Assistant Principal over the MTSS, is in charge of implementation of interventions outlined in the contract signed by students and parents. He also facilitates monthly work sessions to review student data and ensure that students are appropriately placed in the proper tier.
Barbara Gruber, Success team program coordinator, is in charge of monitoring students who are enrolled in the Success team. This includes monitoring academic, behavior, and social interactions to ensure the student has the greatest opportunity for success. She also is the teacher leader for the MTSS program.
The guidance department identifies a subgroup of the MTSS students that would benefit from additional support regarding academics as well as emotional, behavior, and social issues. Also, they play a key role in MTSS meetings, and provide input regarding the school-wide MTSS program.
The School Instructional Literacy Coach monitors and supports MTSS students through Reading and Math. She tests students to ensure proper Reading placement, and assist teachers by providing support regarding literacy interventions and strategies in all courses.

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

At Rock Lake Middle School, Barbara Gruber, Success team program coordinator, is the key contact for the MTSS program. When a teacher or other staff member identifies a student who is slipping academically, Ms. Gruber collaborates with all members of the leadership team to identify and monitor the academic and motivational progress of these targeted students. With regards to data, Ms. Gruber, as well as teachers of the targeted students, enter data into EdInsight so that the MTSS team can analyze the strengths and weakness of these students. This occurs at a monthly meeting of the team. At least one member of the leadership team is in contact with each targeted student on a weekly basis. When a needs area is identified, the MTSS team makes contact with the parent and student to collaborate on ways to address the need and create a plan for improvement.

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

We use a variety of data sources to access and analyze the academic progress of all of our students. For example, we use such systems as Skyward, Discovery Education, SFA Member Center (For students in Intensive Reading) and EdInsight to compile and disaggregate the data. To acquire data, we us systems such as Discovery Education, Reading Plus, and Study Island. Within the classroom, teachers use an array of data sources - both formal and informal assessments.

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

Teachers and other staff members will receive professional development on updates regarding the MTSS program, as well as strategies to support students within the MTSS program through specific interventions. Plans are also in the developmental stage to have parent trainings in the evening to explain ways to provide support at home.

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: 5,520

The After School Tutorial Program is designed to assist both Exceptional Education and Regular Education students who earned a Level 1 or Level 2 in the Reading or Math portion of the FCAT 2.0 exam, or students who are part of our MTSS program. Students are recommended for the program and parents elect for them to participate. Students are given enrichment activities designed to assist in acceleration towards proficiency in both Math and Language Arts.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Data is collected using computer-based programs such as Discovery Education (probes), Study Island, Reading Plus, as well as data acquired through their core classes such as grades, progress monitoring pieces, and teacher communications acquired from Barbara Gruber, Success Team program coordinator.

Who is responsible for monitoring implementation of this strategy?

Marc Pitters, assistant principal, oversees the program. Laura Adlam, Secondary Instructional Leadership Coach, is responsible for working with teachers who participate in the program to ensure they are planning according to the specific academic needs of the students they assist. Teachers who participate in the program are required to compile data from their work in the tutorial program (maintained in EdInsight), as well as acting as a liaison between the teacher, the parent and the student.

Literacy Leadership Team (LLT)

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

Name	Title
Pamela Shellman	Principal
Marc Pitters	Assistant Principal
Eric Basilo	Assistant Principal
Laura Adlam	Secondary Instructional Leadership Coach (SILC)

How the school-based LLT functions

Initially, the LLT met to discuss the Literacy partnership plan for 2013-2014. This document outlines how literacy will be addressed in all aspects of the school and who will monitor this. It also outlines the support that can be given by the county. This was done multiple times and included input from the entire administrative team, the SILC, curriculum leaders, and teachers from both Reading and Language Arts. Once the plan is implemented, curriculum leaders provide periodic feedback to the LLT on ways to improve Literacy throughout the school. The partnership plan is updated to reflect these improvements.

Major initiatives of the LLT

1. RT/BAV across the subject areas monitored by administration and Instructional Coach.
2. Close Reading with Teaching and Learning Dept. (Pam Ferrante)
3. Reading Plus is being monitored through 6-8th Grade Reading Enrichment classes and Language Arts

classes. Monitored through Homeroom with Celebrations of Success.
4. Student awareness of Common Core through Reading Plus and Study Island as the programs are aligned to Common Core
5. Educate parents on Common Core Standards (SAC and Curriculum Nights)
6. Economically Disadvantaged Student Data to drive instruction and monitored using DE
7. Marzano New Indicator Strategies
8. Read to Lead Bowl
9. ESE Tutorial / Support Facilitation Logs / IEP Binders for teachers
10. PLC centered on student achievement (with emphasis on Test Item Analysis and collaboration across

curriculum subject areas.)

Every Teacher Contributes to Reading Instruction

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

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

One example of this can be found in our advanced topics in Science course. In this course, students go beyond the regular Science curriculum to investigate STEM topics such as robotics, genetics, and other Scientific based fields of study that may only be briefly addressed within the regular Science classroom.

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

All students are required to complete the state Choices program designed to help them map out a future career path. This is normally done through their computer application course, or they are pulled out from an elective to complete this.

Strategies for improving student readiness for the public postsecondary level

All of our courses are designed to prepare students for High School and beyond. We offer multiple ways for students to accelerate the learning process through traditional classroom settings as well as both on and off campus ePathway (virtual) opportunities. For example, students are able to take multiple courses that earn them high school credit toward graduation. Our guidance counselors collaborate with the high school counselors so that our students are properly placed based on their abilities.

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	83%	79%	No	84%
American Indian				
Asian	93%	90%	No	94%
Black/African American	56%	51%	No	60%
Hispanic	78%	72%	No	81%
White	87%	83%	No	88%
English language learners	47%	37%	No	52%
Students with disabilities	58%	40%	No	62%
Economically disadvantaged	70%	65%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	288	32%	37%
Students scoring at or above Achievement Level 4	432	47%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		18%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	631	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	132	69%	72%

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)	13	87%	88%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		38%

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	179	61%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		86%

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	79%	73%	No	81%
American Indian				
Asian	90%	76%	No	91%
Black/African American	56%	35%	No	60%
Hispanic	72%	62%	No	75%
White	83%	80%	No	85%
English language learners	70%	26%	No	73%
Students with disabilities	47%	34%	No	52%
Economically disadvantaged	65%	59%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	249	27%	32%
Students scoring at or above Achievement Level 4	415	45%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	645	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	131	60%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	203	82%	85%
Middle school performance on high school EOC and industry certifications	183	90%	91%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	40%	38%
Students scoring at or above Achievement Level 4	73	47%	49%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	47	98%	99%

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	72	24%	29%
Students scoring at or above Achievement Level 4	130	44%	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		22%

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)	4		6
Participation in STEM-related experiences provided for students	953	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	325	35%	40%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	97	10%	8%
Students who fail a mathematics course	22	2%	1%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	8	1%	0%
Students who receive two or more behavior referrals	88	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	51	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To increase by 5% the number of parents who monitor their child's progress by logging in to Skyward for the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental log into Skyward	446	53%	58%

Goals Summary

G1. Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing.

Goals Detail

G1. Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Marzano Professional Developments

- Classroom walk through feedback

- Support Facilitation for MTSS and Exceptional Education students

- After School Tutorial

- Professional Learning Communities

- Additional Professional Development (EdInsight, Discovery Education, Close Reading, Content Support Team, etc)

- Computer Based Programs (Reading Plus and Study Island)

- Data Programs (Discovery Education and EdInsight)

Targeted Barriers to Achieving the Goal

- Parent support/involvement

Plan to Monitor Progress Toward the Goal

Data from all three administrations of the DE test in Reading and Math will be compared. Also, data from the 2 administrations of the writing PMA will be compared using EdInsight

Person or Persons Responsible
Teachers, SILC, Success Team coordinator, and Administration.

Target Dates or Schedule:
Following the administration of each assessment.

Evidence of Completion:
If students show progress regarding making level gains in the DE testing, or if a higher percentage of students earn a level 3 or higher in the Reading and the Math portion

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing.

G1.B4 Parent support/involvement

G1.B4.S1 3 night training sessions are planned to teach parents strategies and techniques to assist their children using a data-driven approach. These sessions will be run by the SAC, who will be trained by administration. Parents will also receive data regarding their student as well as instructions on how to maximize their use of this data.

Action Step 1

SAC members will be trained by the administration in key aspects that will assist parents in maximizing their assistance with their own children. Parent training will need advertisement through Skyward Message Center as well as a flier sent home. For the night of the training, we will need use of the Media Center and an overhead projector with a computer attached. Also, we will need to have parents RSVP so that we can pull the most recent data on their child. Funds to support this will come from the SIP budget as well as other general fund sources (if needed).

Person or Persons Responsible

Administration, SILC, SAC, and parents of 6-8 graders.

Target Dates or Schedule

November, February, and April

Evidence of Completion

Exit slips will be distributed so as to gauge if parents received the information or if additional information needs to be provided at the following parent night. Also, we will review the data on the 2014 FCAT 2.0 exam to see if this training played a role in student success.

Facilitator:

Administration to train the SAC, and then SAC to facilitate the parent training.

Participants:

Administration, SILC, SAC, and parents of 6-8 graders.

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

Administration and SILC will be in attendance at the parent training to ensure the information will be presented with fidelity to what was presented to the SAC.

Person or Persons Responsible

Administration will monitor both the SAC presenters and the parents being trained.

Target Dates or Schedule

November, February, and April

Evidence of Completion

Exit slips will be distributed so as to gauge if parents received the information or if additional information needs to be provided at the following parent night. Also, we will review the data on the 2014 FCAT 2.0 exam to see if this training played a role in student success.

Plan to Monitor Effectiveness of G1.B4.S1

True effectiveness of the trainings will be seen within students in the classrooms. We will use data from Reading Plus, Study Island, Discovery Education progress monitoring tests, and the writing PMA to see if the training positively effected student success.

Person or Persons Responsible

Administration, the SILC, and the Success Team program coordinator.

Target Dates or Schedule

Following the 2nd and 3rd administration of the progress monitoring tools (DE and writing PMA).

Evidence of Completion

Gains in scores between the administering of the progress monitoring tools.

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

Rock Lake Middle School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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. Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing.

G1.B4 Parent support/involvement

G1.B4.S1 3 night training sessions are planned to teach parents strategies and techniques to assist their children using a data-driven approach. These sessions will be run by the SAC, who will be trained by administration. Parents will also receive data regarding their student as well as instructions on how to maximize their use of this data.

PD Opportunity 1

SAC members will be trained by the administration in key aspects that will assist parents in maximizing their assistance with their own children. Parent training will need advertisement through Skyward Message Center as well as a flier sent home. For the night of the training, we will need use of the Media Center and an overhead projector with a computer attached. Also, we will need to have parents RSVP so that we can pull the most recent data on their child. Funds to support this will come from the SIP budget as well as other general fund sources (if needed).

Facilitator

Administration to train the SAC, and then SAC to facilitate the parent training.

Participants

Administration, SILC, SAC, and parents of 6-8 graders.

Target Dates or Schedule

November, February, and April

Evidence of Completion

Exit slips will be distributed so as to gauge if parents received the information or if additional information needs to be provided at the following parent night. Also, we will review the data on the 2014 FCAT 2.0 exam to see if this training played a role in student success.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing.	$1,000
	Total	$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
SIP Funds (to be used in addition to school resources that complete the needs).	$1,000	$1,000
Total	$1,000	$1,000

Budget Details

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

G1. Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing.

G1.B4 Parent support/involvement

G1.B4.S1 3 night training sessions are planned to teach parents strategies and techniques to assist their children using a data-driven approach. These sessions will be run by the SAC, who will be trained by administration. Parents will also receive data regarding their student as well as instructions on how to maximize their use of this data.

Action Step 1

SAC members will be trained by the administration in key aspects that will assist parents in maximizing their assistance with their own children. Parent training will need advertisement through Skyward Message Center as well as a flier sent home. For the night of the training, we will need use of the Media Center and an overhead projector with a computer attached. Also, we will need to have parents RSVP so that we can pull the most recent data on their child. Funds to support this will come from the SIP budget as well as other general fund sources (if needed).

Resource Type

Other

Resource

This encompasses all of the types of resources as we will be pulling from different sources.

Funding Source

SIP Funds (to be used in addition to school resources that complete the needs).

Amount Needed

$1,000