Rock Lake Middle School

2014-15 School Improvement Plan

Rock Lake Middle School

250 SLADE DR, Longwood, FL 32750

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0621

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	36%

Alternative/ESE Center	Charter School	Minority
No	No	31%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Rock Lake Middle School is to prepare students to become productive citizens, future leaders and lifelong learners by inspiring and empowering them to excel academically, technologically, physically, creatively and socially.

Provide the school's vision statement

Rock Lake Middle School will provide a safe and culturally diverse and supportive environment to promote learning for all students. We will acknowledge their intellectual, personal, social, physical and creative needs. We will meet these needs within an educational setting that encourages cooperative involvement from all stakeholders to provide a challenging and engaging curriculum, which is rich in technology and celebrates diversity with high expectations for all students.

School Environment

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

At RLMS, professional developments for the 2014-15 school year are focused on students who make up the achievement gap. Teachers are trained on the similarities and differences in the cultures of these students. For example, teachers have heard from speakers who focus on the culture of students of poverty. Teachers are shown, through interactive collaborative methods, how these relationships are crucial as prescribed by the Seminole County Public Schools Instructional Plan. By doing this, teachers will have a better understanding of all students within their classes.

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

School safety is a critical part of student success at Rock Lake Middle School. The administrative team and staff have enacted measures to provide the safest campus experience possible for students, parents, and staff. For example, as with all schools in Seminole county, all doors, excluding 1 door at the front and two common areas, are locked throughout the school day. A Seminole County Sheriff's Office Deputy is on campus at all times to provide additional support. The school uses the Seminole County Emergency Preparedness System to address any safety concerns such as bomb scares, active shooter, fire and weather emergencies, hazardous material incidents, and any other emergency where human life is in jeopardy. Drills are conducted, in partnership with local and county authorities, regularly so students and staff are best prepared.
In the event that students within our EBD, ASD, or MOD populations are unable to control themselves physically, 12 staff members are trained in Professional Crisis Management (PCM). This method of crisis diffusion is used only when a student has exhibited continuous self injury, continuous aggression, and continuous harm to himself or others. Within the past year, this method was not necessary due to the use of verbal deescalation.
All students at Rock Lake Middle School are held to a behavior intervention plan. This plan is designed to provide behavior interventions for students through reflection and communication with parents in the hopes of a behavior modification prior to a referral to administration. This program, in it's 4th year,

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The behavioral process at Rock Lake Middle School begins with the training of teachers at the start of each year during pre-planning meetings. This training encompasses the school wide behavior plan, and focuses not only district-wide responses to intervention, but also on reporting behavior issues within the school (using the behavior intervention form and the district referral form). Following the training, the expectation is that all teachers follow the behavior plan throughout the year.

Students are shown a video at the start of each year that reviews the school-wide expectations regarding behavior and safety. Also, teachers review classroom rules and expectations throughout the year. In many cases, teachers work collaboratively with students to create classroom rules for safety and behavior so students are stakeholders in their behavior.

In an effort to promote a positive behavior support culture throughout the school, students are encouraged to participate in the RLMS Leadership program. This proactive initiative is designed to teach students the proper methods of addressing key social topics such as bullying, harassment, team building, and the inclusion of all students (regardless of race, color, disability, etc.). Students are also taught the importance of being an "Upstander" (taking a proactive stance) as opposed to being a bystander. This program represents approximately 30% (300 students) of the school population.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Through professional developments offered throughout the school year, teachers are taught the many warning signs of students by trained counselors. Teachers report whenever they see any of these signs to guidance and administration. Guidance will involve parents, administration, and any resources to help the whole student. Following the initial contact, guidance and administration follow up with the parents and students to ensure their continued safety and success.

The school also follows a multi-tiered system of support (MTSS) to help students who are struggling as well. Students are appropriately tiered based on data from teachers, standardized test scores, classroom level data, and cumulative GPA's. From this, decision are made regarding appropriate levels of support. This may include classroom accommodations, mentoring, guidance support, or any other resources available from the county to help support the whole student. The MTSS core team meets weekly to monitor these students and any other students recommended for the program. The monitoring consists of review of classroom level data and teacher input.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school has a Multi-Tiered System of Supports (MTSS) core 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 conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning

identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Attendance below 90 percent	18	15	22	55
One or more suspensions	1	6	2	9
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	30	39	28	97

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Students exhibiting two or more indicators	3	6	3	12

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

Rock Lake Middle School has implored numerous activities to provide the greatest opportunity at success for students identified using the early warning system. For example, for the past four years, the school has implemented the "Success Team" initiative. This program identifies non-exceptional education students who are in critical need of academic assistance based on prior year final GPA, results in statewide assessments, and prior year teacher input. Once these students are identified, they are placed either on the "Success Team," where Ms. Barbara Gruber, Success Team Coordinator, meets weekly with the student to review academic and social progress, or on "monitor status," where Ms. Gruber monitors the student's academic progress. In both cases, Ms. Gruber is in constant communication with the parents/guardians.
The MTSS core team, comprised of the assistant principal who oversees MTSS (Marc Pitters), the dean (Tim Bair), both guidance counselors (Linda Evans and Angela Stufflett), the Success team coordinator (Barbara Gruber) Linda Gonzalez (teacher representative - Math), and the instructional coach (Laura Adlam), meet weekly to discuss attendance data, suspension data, those students failing ELA or Math, and students who have earned a Level 1 on either the 2014 FCAT 2.0 Reading or Math (Once data has been completed, the discussion will progress to data from the Discovery Education ELA and Math tests). Based on the data, students are placed on "tiers" as prescribed by the MTSS model. Interventions are created based on the needs of the student and this information is communicated to the teachers for implementation. Teachers use this information and use strategies such as differentiation of instruction, grouping of students for the purpose of collaboration, reciprocal teaching, and others.
As an additional opportunity to assist students identified in the early warning system as well as those who are tiered on the MTSS, both before and after school tutoring is available. In the morning session, students address key basics concepts regarding both Math and Reading (through Reading

Plus and Study Island), to help increase fluency. In the after school tutoring session, students use DE probes, Reading Plus, and Study Island with teacher support.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Shellman, Pamela	Principal
Basilo, Eric	Assistant Principal
Adlam, Laura	Instructional Coach
Bair, Timothy	Dean
Pitters, Marc	Assistant Principal
Dalton, Jianna	Teacher, K-12
Sabatino, Cindy	Instructional Coach

Duties

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

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.
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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Todd Kozak	Parent
Barbara Gruber	Teacher
Pamela Shellman	Principal
Lisa King	Teacher
Amaan Mohiuddin	Teacher
Tammy Bass	Education Support Employee
Alex Bugallo	Parent
Wanda Chandia	Parent
Chelly Exum	Parent
Marjorie Guilbeau	Parent
Brenda Kouwenhoven	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Each member of the SAC was given a copy of last year's School Improvement Plan and was asked to review it. Input from the SAC was collected. The SAC determined a focus should be placed on closing the achievement gap as well as training the parents so they are informed on critical factors such as the daily routines at the school, Marzano strategies for effective teaching, the new Florida Assessment, and the many acronyms being used today in our schools.

Development of this school improvement plan

The SAC plays a crucial role in the creation of the SIP. 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.

Preparation of the school's annual budget and plan

The budget was discussed at the September meeting. It was explained to the SAC that the goal of the SIP funds is to support the school improvement goals. It was decided by a 10-0 vote (in favor) to use the funds for materials, professional development, and resources; all which must meet the criteria of supporting student achievement.

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Pitters, Marc	Assistant Principal
Shellman, Pamela	Principal
Adlam, Laura	Instructional Coach
Basilo, Eric	Assistant Principal
Dalton, Jianna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. RT/BAV across the subject areas monitored by administration and Instructional Coach.
2. Reading Plus is being monitored through 6-8th Grade Reading Enrichment classes and Language Arts

classes. Monitored through Homeroom with Celebrations of Success.
3. Student awareness of Florida Standards through Reading Plus and Study Island as the programs are

aligned to Florida Standards
4. Educate parents on Florida Standards (SAC and Curriculum Nights)
5. Economically Disadvantaged Student Data to drive instruction and monitored using DE
6. Marzano Indicator Strategies
7. Read to Lead Bowl
8. ESE Tutorial / Support Facilitation Logs / IEP Binders for teachers
9. PLC centered on student achievement (with emphasis on Test Item Analysis and collaboration across

curriculum subject areas.)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All core teachers have a common planning period with other teachers in their department. The goal is for teachers to work collaboratively to create common assessments and common plans. This will benefit all students as instruction occurs concurrently throughout the campus. For those teachers who do not have common plan, time is given at least once a month for them to work with other teachers who teach the same subject to accomplish the same goal.
All teachers on campus meet in weekly communities of learning (COL) meetings to discuss student data and ways to enhance instruction effectively. At least once a month, teachers meet based on grade level to discuss students they have in common. This allows teachers to work collaboratively to support the whole student.

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

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.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each week, teachers and their supervising administrator meet as a Community of Learning (COL) to discuss all forms of student and classroom data. Teachers take the data and collaborate on ways to differentiate instruction to meet the needs of all students. Within the COL's, teachers discuss data as specific as item analysis for common assessments so as to develop lessons that truly address the needs of their students. Within their plans, teachers reflect on the lessons, discussing data-driven results and potential options to improve during the current lesson.

On a monthly basis, teachers meet in grade-level COL's. This gives them the opportunity to discuss any grade-level issues shown by the data. Teachers have the opportunity to collaborate with teachers outside of their department and discuss ideas that work for their similar students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 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 Rationale

By providing additional support for students in a smaller setting, some of the common challenges associated with Math and Reading can be addressed.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Adlam, Laura, laura_adlam@scps.k12.fl.us

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The transition from 5th to 6th grade can be challenging. At RLMS, we strive to make this transition as smooth and comfortable as possible. In December of their 5th grade year, we invite students and parents from our feeder schools to our Science curriculum night. This gives them the opportunity to see what RLMS has to offer with regards to core and elective courses that focus around our target area of interest. Teachers from Science and other courses are available to help answer questions regarding our programs.
In late January, we have our 5th grade parent night to prepare parents for the upcoming year. At this event, we discuss key programs as well as what is needed to be successful at RLMS in the fall. Also in January, guidance counselors, administration and the ETF travel to our main feeder schools to assist students with scheduling. Students enter in their four core courses via computers in their current computer lab, and the MS team provides support.
For our outgoing 8th grade students, counselors and other representatives from the feeder High Schools visit RLMS in January to discuss high school life and the requirements for success. Also, high school representatives assist with scheduling the 8th graders. All high schools hold an 8th grade parent night to help prepare their parents for the fall.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All students are required to complete the state Choices program designed to help them map out a future career path. In 2014-15, 7th grade students will complete the program through their gaming/ web design course. Students who do not have either of these courses will be pulled from an elective to complete this.

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

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.

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

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.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Throughout the year, 8th grade teachers are using strategies to prepare students for High School. These strategies are aligned with the elements outlined in the Seminole County Public Schools Instructional Plan. Further, the feeder high schools provide opportunities for 8th grade students to experience brief snapshots of the high school experience. For example, each feeder has a middle school band night for all 8th grade band members where students have the opportunity to play with the high school band at a football game.
Members of the high school guidance departments offer information sessions designed to help acclimate students to high school. At each session, specifics regarding programs offered and course selection are discussed long with the necessary tools for high school success.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing, with a focus on subgroups. 1a

Targets Supported 1b

G042704

Indicator	Annual Target
AMO Math - African American	65.0
AMO Reading - African American	65.0
FSA - English Language Arts - Proficiency Rate	81.0
FSA - Mathematics - Proficiency Rate	79.0
ELA/Reading Lowest 25% Gains	72.0
Math Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- Classroom walk through feedback to include face to face feedback from walk through data
- Support Facilitation for MTSS and Exceptional Education students
- After School Tutorial
- Professional Learning Communities/Communities of Learning
- 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)
- Marzano professional developments that focus on students within the achievement gap

Targeted Barriers to Achieving the Goal 3

- Parent support/involvement
- Student and parent uncertainty about FSA

Plan to Monitor Progress Toward G1. 8

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 Responsible

Schedule

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

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing, with a focus on subgroups. 1

🔍 G042704

G1.B4 Parent support/involvement 2

🔍 B104275

G1.B4.S1 2 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 have three curriculum nights designed to inform parents of ways to prepare students for the upcoming FSA's. 4

🔍 S115446

Strategy Rationale

By providing critical information to parents, they will be informed and will help to ease their fears of their children. Also, the discussions parents have with teachers will be richer.

Action Step 1 5

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 Gymnasium and a 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 Responsible

Eric Basilo

Schedule

Semiannually, from 10/21/2014 to 2/26/2015

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 2015 FSA to see if this training played a role in student success.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

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 Responsible

Eric Basilo

Schedule

Semiannually, from 10/21/2014 to 2/26/2015

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 Implementation of G1.B4.S1 7

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 Responsible

Pamela Shellman

Schedule

Monthly, from 10/24/2014 to 7/1/2015

Evidence of Completion

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

G1.B8 Student and parent uncertainty about FSA 2

🔍 B117490

G1.B8.S1 In order to ease stress regarding the upcoming FSA's, release of information regarding the exam will take place as information is received and disseminated. Also, additional resources will be provided. 4

🔍 S129267

Strategy Rationale

By providing information and additional resources to parents and students, the stress of the unknown will be reduced.

Action Step 1 5

As information is received through teacher/administrator training, the information will be disseminated. Once this is complete, the information will be distributed to students and parents via curriculum nights, Skyward messaging center, through classes, and other multi-media methods.

Person Responsible

Pamela Shellman

Schedule

Daily, from 8/11/2014 to 4/1/2015

Evidence of Completion

Using sample test questions from the FSA website and DE testing, data will be collected as evidence of groth or regression.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Classroom walk through observations will be conducted to ensure fidelity to the implementation.

Person Responsible

Pamela Shellman

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Reviews of the DE and classroom data will be done to ensure progress is being made. If challenges arise, they will be discussed in communities of learning (COL) on a weekly basis.

Person Responsible

Pamela Shellman

Schedule

On 5/29/2015

Evidence of Completion

Results from DE and classroom data will be used as well as COL notes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	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 Gymnasium and a 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).	Basilo, Eric	10/21/2014	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 2015 FSA to see if this training played a role in student success.	2/26/2015 semiannually
G1.B8.S1.A1	As information is received through teacher/administrator training, the information will be disseminated. Once this is complete, the information will be distributed to students and parents via curriculum nights, Skyward messaging center, through classes, and other multi-media methods.	Shellman, Pamela	8/11/2014	Using sample test questions from the FSA website and DE testing, data will be collected as evidence of groth or regression.	4/1/2015 daily
G1.MA1	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		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	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and the Math portion		
G1.B4.S1.MA1	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.	Shellman, Pamela	10/24/2014	Gains in scores between the administering of the progress monitoring tools.	7/1/2015 monthly
G1.B4.S1.MA1	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.	Basilo, Eric	10/21/2014	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.	2/26/2015 semiannually
G1.B8.S1.MA1	Reviews of the DE and classroom data will be done to ensure progress is being made. If challenges arise, they will be discussed in communities of learning (COL) on a weekly basis.	Shellman, Pamela	8/18/2014	Results from DE and classroom data will be used as well as COL notes.	5/29/2015 one-time
G1.B8.S1.MA1	Classroom walk through observations will be conducted to ensure fidelity to the implementation.	Shellman, Pamela	9/1/2014		5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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, with a focus on subgroups.

G1.B4 Parent support/involvement

G1.B4.S1 2 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 have three curriculum nights designed to inform parents of ways to prepare students for the upcoming FSA's.

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 Gymnasium and a 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.

Schedule

Semiannually, from 10/21/2014 to 2/26/2015

G1.B8 Student and parent uncertainty about FSA

G1.B8.S1 In order to ease stress regarding the upcoming FSA's, release of information regarding the exam will take place as information is received and disseminated. Also, additional resources will be provided.

PD Opportunity 1

As information is received through teacher/administrator training, the information will be disseminated. Once this is complete, the information will be distributed to students and parents via curriculum nights, Skyward messaging center, through classes, and other multi-media methods.

Facilitator

Laura Adlam / Jianna Dalton

Participants

RLMS Faculty

Schedule

Daily, from 8/11/2014 to 4/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing, with a focus on subgroups.	1,000
Grand Total	**1,000**

Goal 1: Teachers will implement effective instruction, intervention, and differentiated instruction strategies aligned to the standards to increase student success in Reading, Math, and Writing, with a focus on subgroups.		
Description	**Source**	**Total**
B4.S1.A1	School Improvement Funds	1,000
Total Goal 1		**1,000**