

Dixie District Schools

Ruth Rains Middle School



2017-18 School Improvement Plan

Ruth Rains Middle School

981 SE HIGHWAY 351 BLDG 1, Cross City, FL 32628

<http://aplusweb.dixie.k12.fl.us/~rrms@dixie.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	I	B	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Dixie County School Board on 11/21/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ruth Rains Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of RRMS is to instill in our students the skills that will enable them to become productive citizens in a global society. An important key to this success lies in the commitment among school personnel, students, parents, and community who recognize that learning is a continual, life-long process.

b. Provide the school's vision statement

Ruth Rains Middle School is dedicated to the education of the total child in a caring, fun, hands-on, safe and academically challenging environment. We recognize each child as an individual with varying needs, abilities, backgrounds, and values.

2. School Environment

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

Ruth Rains Middle School recognizes that our students have special and unique backgrounds and cultures. Our primary population consists of poor, rural kids with relatively little experience with the outside world. We strive to make all students feel welcomed and comfortable, no matter where they are from or what their ethnic background may be. When a new student who is a foreigner enrolls our guidance counselor holds grade level meetings with the teachers/aides that will be working with the student, and together they come up with an action plan for assisting them, in an effort to build good working relationships. Our guidance department has an open door policy about concerns such as these, and teachers are encouraged to ask questions and seek assistance when needed. Future meetings to discuss students and the successes/failures experienced when working with them are scheduled on an as needed basis.

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

Ruth Rains Middle School strives hard to create an environment where students feel safe and respected before, during, and after school. One way we provide this is through proper supervision. Students are separated by grade level in the free time between when buses arrive and the morning bell rings. Teachers or aides are assigned to each of the supervision areas to ensure student safety. A school resource officer, principal, and assistant principal roam campus to make sure that all students report to their designated supervision areas. During school teachers, aides, the principal, school resource officer, and assistant principal make themselves a visible presence in hallways and around campus during class changes. After school teachers, aides, the principal, school resource officer and assistant principal once again make themselves a visible presence in hallways and around campus, with additional supervision provided at the parent pick-up and bus loading areas. Students are also encouraged to report bullying behavior to the guidance office through an awareness campaign in 6th grade classes, health classes, and via posters located around school campus.

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

Ruth Rains Middle School recognizes the importance in minimizing distractions and keeping students engaged during instructional time. With this goal in mind, we have a clearly established Student Code of Conduct that all students are expected to follow. The Student Code of Conduct lists possible behavior infractions, as well as disciplinary consequences that might result from breaking the infractions. This guide is reviewed carefully with all students by teachers at the beginning of the school year and is also included in the student planners, which all students at our school receive at the start of the school year or upon enrolling in our school. Clear behavioral expectations for students can be found in the Student Code of Conduct and the School-Parent-Student Compact. Teachers regularly attend meetings with the principal, faculty, and grade level teams where they receive training on our school rules, as well as guidance on dealing with students and their behavior infractions in a fair and consistent manner.

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

Ruth Rains Middle School recognizes that the middle school years can be a difficult and emotional transitional period for students. Students this age have many social-emotional needs, which we strive to meet. Our guidance office has an open door policy and regularly counsels and mentors students, addressing a wide range of topics. At any given time you may find our guidance counselor counseling kids who have been bullied, who are bullies, who have lost a parent, who are homeless, who don't have a warm jacket for cold days, who are absent regularly, or who are at risk for failure. In addition to doing individual counseling, our guidance counselor goes in classrooms and talks with the kids about a wide variety of topics including bullying, social media and cyberbullying, staying in school, student success issues, peer pressure, etc. In addition to the aforementioned services our guidance office also offers students and parents information about various other services provided by our school district or Title I office, including information and pamphlets about local mental health counseling services, when necessary.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Ruth Rains has an early warning system in place which alerts us to students who are at risk of dropping out. The principal and guidance counselor regularly hold meetings with grade level teams and subject area department teams to discuss students that may meet the early warning criteria as follows: 1. Students with attendance rates below 90%, regardless of whether the absence is excused or a result of out-of-school suspension. 2. One or more suspensions, whether in school or out of school. 3. Failing an English Language Arts or Math class. 4. Scoring a Level 1 score on a statewide standardized assessment. These students are then monitored throughout the year for progress or regression of the targeted early warning criteria. The guidance counselor regularly calls these students in and consults with them on the early warning indicators that apply to them, and offers them advice and support. In addition, the guidance counselor makes calls home and/or sends letters home addressing the concerns.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	25	36	31	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	10	41	55	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	19	10	19	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	54	47	48	0	0	0	0	149

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	17	26	31	0	0	0	0	74

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

These students are monitored throughout the year for progress or regression of the targeted early warning criteria. This is done via:

- meetings among grade level teams
- meetings among department teams
- review of grades and/or progress monitoring data as needed
- meetings among RTI teams
- guidance counselor calls these students in and consults with them on the early warning indicators that apply to them, offering guidance and support
- guidance counselor makes calls home and/or sends letters home addressing concerns
- IEP's and 504 plans reflect concerns and monitor progress where applicable

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

1. PFEP Link

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

2. Description

See Parent Involvement Plan for RRMS.

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

Ruth Rains Middle School works diligently to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. One way

this is done is through a partnership with Cross City Correctional Institution, who sends an inmate work squad for 1-2 weeks per year during the summer to clean and beautify our campus. They do yard work, pressure washing and painting. We also receive large donations of mulch from Suwannee Lumber Company, which is used by the inmate work squads to beautify our flower beds. These community resources are utilized to support the school and make the learning environment aesthetically pleasing to both students and staff.

RRMS also has community partners who provide resources which are used as student rewards for various programs including attendance, grades, no discipline referrals, etc. These rewards include gift cards and certificates to local businesses, various prizes and ALL STAR lunches, where students meeting specific requirements are treated to lunch by the school principal and guidance counselor. Other ways community partners benefit student achievement include putting on school wide or grade level presentations and bringing guest speakers in classrooms.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lord, Chris	Principal
Harden, Wendy	Guidance Counselor
Jones, Anne	Instructional Coach
Whittington, Richard	Teacher, K-12
Bray, Jimmy	Assistant Principal
O'Neal, Jana	Teacher, K-12
Lilie, Michelle	Teacher, K-12

b. Duties

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

-Chris Lord, the principal, is the head of the school and a member of the SAC team. She leads meetings with leadership teams and provides input to School Improvement Plan.

-Jimmy Bray is the assistant principal. He attends SAC meetings and various other school dept. meetings and provides input to the SIP.

-Wendy Harden is the RRMS guidance counselor. She attends SAC meetings and various other school dept. meetings and provides input to the SIP.

-Anne Jones is the RRMS reading coach. She attends SAC meetings and provides input to the School Improvement Plan, as well as assists in writing the SIP.

-Richard Whittington is a health teacher at RRMS and 7th Grade Level Chair. He attends SAC meetings and various other school dept. meetings and provides input to the SIP.

-Jana O'Neal is the head of the 6th Grade team and teaches 6th grade Career Research. She attends SAC meetings and various other school dept. meetings and serves as the SIP President.

-Michelle Lilie is the head of the 8th Grade team and teaches 8th Grade Critical Thinking and History. She attends SAC meetings and various other school dept. meetings and serves as the SIP Secretary.

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

The team uses a data-based method to identify and monitor the students identified "at risk".

Title I contributes to the reading programs at RRMS with professional development, equipment, software and salaries-CarolAnne Forehand

Title II provides training during the summer and throughout the school year on an as needed basis.

Title X - Homeless - District Homeless Coordinator works to identify homeless children

SAI - Provide supplemental intensive instruction to students who have scored low on FSA.

Violence Prevention Program - there is a full time resource officer at RRMS-Danny Forehand

Nutrition Programs - RRMS school lunchroom provides breakfast and lunch for 100% of our students-

Linda Fowler

Housing Programs - available in our community.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chris Lord	Principal
Garrett Cobb	Parent
Kristin Mitchell	Parent
Chrissy Bray	Parent
Emily Hatcher	Parent
Michelle Lilie	Teacher
Jaccilien Abraham	Teacher
Marie Tucker	Teacher
Beverly Baumer	Business/Community
Danny Forehand	Parent
Jana O'Neal	Teacher
Troy Norton	Parent
Tonya Walker	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan is done at a scheduled SAC meeting. SAC committee members take part in reviewing and evaluating last year's school improvement plan and have the opportunity to offer input on the new school improvement plan.

b. Development of this school improvement plan

The SAC reviews and approves the plan. The input they provide gives RRMS another point of view to consider on how to improve student success.

c. Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan is discussed and reviewed at a scheduled SAC meeting. SAC committee members take part in the decision making process concerning the annual budget plan and have the opportunity to offer input.

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

- 8th grade t-shirts - \$950
- All star luncheons - \$500
- School planners- \$400
- No discipline rewards - \$400
- 3-3 or higher pizza party -\$350
- History/Science fair - \$150
- Attendance incentives-\$300
- Grade level attendance incentives - \$600 (\$200 per grade)
- AR reward trip - \$500
- AR reward - \$350
- FSA drawing - \$100
- "A" school party- \$200
- 8th grade social-\$300

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lord, Chris	Principal
Harden, Wendy	Guidance Counselor
Jones, Anne	Instructional Coach
Bray, Jimmy	Assistant Principal
O'Neal, Jana	Teacher, K-12
Lilie, Michelle	Teacher, K-12
Williams, Fidah	Teacher, K-12
Walker, Tonya	Teacher, K-12
Hurst, Julie	Teacher, K-12

b. Duties

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

LLT will be responsible for monitoring the progress of reading and writing proficiency, ensuring reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. They will assist in building capacity of reading knowledge within the school and focus on areas of literacy concern such as:

- ensuring text complexity along with close reading and rereading of texts is central to lessons
- providing scaffolding that does not preempt or replace text reading by students
- developing and asking text dependent questions from a range of question types
- emphasizing students supporting their answers based upon evidence from the text
- providing research and writing opportunities i.e. claims and evidence

The LLT will focus on interventions that address bottom quartile students as well as continue to promote curriculum that enhances instruction for level 3, 4, and 5 students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

All teachers at RRMS are assigned to grade level and department teams. These instructional teams meet together regularly (before the school year starts, after school hours, teacher work days, etc.) for a variety of reasons, including:

- to discuss results of progress monitoring testing
- to address early warning signals that indicate a student is at risk for dropping out
- to share curriculum ideas and strategies for addressing reading and writing in all classes and content areas
- to collaborate and generate ideas on how to provide RRMS teachers with the support and tools needed to successfully teach reading and writing skills in the classroom in all content areas

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

RRMS uses the DOE Teach in Florida Web site to recruit teachers. The Principal is responsible for recruiting and retaining highly qualified teachers, effective teachers, and certified-in-field teachers.

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

When new teachers are hired at RRMS, they are given an abundance of support to ease their transition to a new school. New teachers are immediately paired with 3 mentors, as follows:

- grade level team leader; this person guides the new teacher on school rules, policies and procedures and offers support as needed
- department team leader; this person guides the new teacher on academic department guidelines, assists in training the new teacher in using the state adopted curriculum, and offers support as needed
- reading coach; this person guides the new teacher on conducting progress monitoring of students and going over PM scores, ensures that reading and writing is addressed in the new teacher's class (observing and conferencing with the teacher when necessary), and provides the new teacher with the support and tools needed to successfully teach reading and writing skills in the classroom within their content area

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core instructional programs and textbooks are chosen from the approved state adopted textbook and materials list, thereby ensuring they are aligned to Florida's standards.

b. Instructional Strategies

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

RRMS students take progress monitoring tests in math and reading 3 times yearly and writing 4 times yearly. The STAR assessment is used in reading, math and algebra 1 three times per year. Write Score is used in reading 3 times and writing 4 times per year. We also use the lexile level set test from Teenbiz to determine student reading lexiles and growth over the school year. Data from these tests is used to adjust curriculum maps and lesson plans to meet the areas of needs as determined by the data. Students determined to be deficient in prerequisite skills might be placed in intensive, small group class settings or placed in an RTI program for intensive remediation. STAR (reading and math) tests are indicator tests, indicating whether students are below/on/above grade level in reading or math literacy skills and are used as a factor to help decide if a student is deficient in prerequisite skills. Write Score is a benchmark assessment and used to help guide instruction so that students areas of strength and weakness are addressed during classroom instruction and lesson planning.

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

Strategy: Extended School Day

Minutes added to school year:

RRMS does not have extended school day for students.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

To assist incoming 6th graders, RRMS hosts a "Tour the Middle School" day. 5th graders come over with their teachers for an indepth introduction to RRMS. The principal talks to the 5th graders about middle school expectations, followed by a question and answer session. Students are then taken on a tour of the school campus. Pamphlets are also sent home with incoming 6th graders and their parents describing the challenges of transitioning to middle school and how to help kids adjust. RRMS also hosts an open house/meet your teachers night.

To assist outgoing 8th graders the guidance dept. from the high school visits our campus to talk to the students about the many challenges, demands and responsibilities they will face in high school, followed by a question/answer session. They assist outgoing 8th graders in creating their 9th grade class schedules, as well as offer an incoming freshman parent orientation night.

b. College and Career Readiness

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

RRMS uses several methods to advance college and career awareness through our wheel classes in grades 6-8. Our introduction to agriculture class, which is offered in both 7th and 8th grade, introduces students to a wide variety of careers that can be found within the field of agriculture. Students may also join the FFA (Future Farmers of America) organization on campus, where they can participate in many different events and competitions related to the field of agriculture. Our health class, which is offered in 7th and 8th grade, teaches students about personal health as well as various health related careers and often brings in guest speakers who share more information on the subject. Our 6th grade classes participate in a course called Career Research and Decision Making. This course introduces students to a wide variety of careers in multiple different categories/clusters. Our intention is that through completing the Career Research clusters students will be better able to choose a pathway in high school that will lead them to a viable career path after high school/college. In reading classes our teachers have their students on the chromebooks at least once per week to work on Teenbiz3000. Teenbiz3000 has a college and career section where students choose potential career paths that interest them, then compare their current lexiled reading levels to the lexiled reading level needed to be successful in their chosen careers. Students then set goals for improving their lexiles by completing assignments within the Teenbiz3000 program as part of their path to achieving success in a future career and college and career readiness.

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

We will be using Khan Academy to tackle math, science, computer programming, history, art history, economics, and more. Khan is also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content. Khan Academy will support students in their preparation for AP classes and college classes by identifying individual strengths and learning gaps while specializing the student's learning path.

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

As mentioned earlier, in reading classes our teachers have their students on chromebooks a minimum of once per week to work on Teenbiz3000. Teenbiz3000 has a college and career section where students choose potential career paths that interest them, then compare their current lexiled reading levels to the lexiled reading level needed to be successful in their chosen careers. Students then set goals for improving their lexiles by completing assignments within the Teenbiz3000 program as part of their path to achieving success in a future career and college and career readiness. In addition to this, our content area classes often incorporate nonfiction texts in their curriculum that

involve career studies (i.e. biographies of scientists in science class, biographies of famous people from history in social studies classes, etc.)

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

Advanced 8th grade middle school students are offered opportunities to take the Algebra 1 course for high school credit. If students are able to complete high school level courses while still in middle school it frees them up once they are in high school to take more honors, AP and dual enrollment courses while they are in high school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase student proficiency on FSA Mathematics test to 60%
- G2.** Increase student proficiency on FSA English Language Arts to 60%.
- G3.** Increase student proficiency on FCAT 2.0 Science to 50%.

Strategic Goals Detail

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

G1. Increase student proficiency on FSA Mathematics test to 60% 1a

G093611

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Students lack the skill to achieve at proficiency on the state math assessment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math textbooks, digital resources, Study Island, STAR 360 Benchmarks, Khan Academy

Plan to Monitor Progress Toward G1. 8

Progress toward meeting goal will be determined by looking at math progress monitoring data scores and monitoring proficiency levels to look for improvement/regression.

Person Responsible

Chris Lord

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Department meeting agendas, progress monitoring score reports

G2. Increase student proficiency on FSA English Language Arts to 60%. 1a

G093612

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Students have limited strategies and supports to achieve at a high level in reading and/or writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Write Score Reading/Writing, STAR 360, Accelerated Reader, Achieve 3000, professional development

Plan to Monitor Progress Toward G2. 8

Progress monitoring tests will be used to collect data for review to determine progress toward the goal of increasing proficiency on FSA English Language Arts to 60%. Scores from Progress Monitoring tests will be printed, then reviewed and discussed at department meetings.

Person Responsible

Chris Lord

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Department meeting agendas, progress monitoring score reports

G3. Increase student proficiency on FCAT 2.0 Science to 50%. 1a

G093613

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Students do not have the basic science knowledge to build upon and achieve expected levels at the middle school level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State adopted science textbooks and science labs, Study Island, professional development

Plan to Monitor Progress Toward G3. 8

Study Island pre/post tests will be used to collect data for review to determine progress toward the goal of increasing proficiency on FCAT 2.0 science to 50%. Scores from these tests will be printed then reviewed and discussed at science department meetings.

Person Responsible

Chris Lord

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Science department meeting agendas, progress monitoring score reports, Study Island pre/post test scores

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. Increase student proficiency on FSA Mathematics test to 60% **1**

 G093611

G1.B1 Students lack the skill to achieve at proficiency on the state math assessment. **2**

 B251167

G1.B1.S1 Math teachers will use state adopted math textbook in their classroom, along with the digital resources that go along with it. **4**

 S264791

Strategy Rationale

State adopted math textbooks are chosen because they have been proven to encompass all the Florida math standards.

Action Step 1 **5**

Teachers will use the state adopted math textbook in their math classes along with the digital resources that go along with it.

Person Responsible

Chris Lord

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk through observation forms, notes, lesson plans, department meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal will view teacher lesson plans and ensure that state adopted math textbooks and accompanying digital resources are being used.

Person Responsible

Chris Lord

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, curriculum maps, notes, evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effectiveness of this will be determined by looking at progress monitoring data scores and monitoring proficiency levels.

Person Responsible

Chris Lord

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Department meeting agendas, progress monitoring score reports

G1.B1.S2 Math teachers will use Study Island in their classroom to help provide additional practice and instruction in mathematical skills in areas where students are deficient. 4

S264792

Strategy Rationale

Study Island is a research based program that assists students in learning grade level math standards.

Action Step 1 5

Teachers will incorporate the use of Study Island in their classroom instruction.

Person Responsible

Chris Lord

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Lesson plans, Study Island usage reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The principal will conduct walk throughs and view lesson plans to check for evidence of implementation of Study Island.

Person Responsible

Chris Lord

Schedule

Biweekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Walk through observation forms, notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Benchmark assessment reports will be viewed and discussed to check for effectiveness.

Person Responsible

Robyn Norton

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Assessment reports, math dept. meeting agendas

G1.B1.S3 Teachers will use STAR 360 benchmark assessments and progress monitoring tests. 4

 S264793

Strategy Rationale

Benchmark assessments will give teachers a snapshot of what standards students have mastered and help teachers plan future lessons and adjust curriculum maps to focus on standards where students have not achieved mastery.

Action Step 1 5

Teachers will use STAR 360 benchmark assessment and progress monitoring tests.

Person Responsible

Anne Jones

Schedule

Triannually, from 8/21/2017 to 5/24/2018

Evidence of Completion

Assessment reports, progress monitoring testing calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will document when they take benchmark assessments/progress monitoring tests in their plan books, RRMS will have a progress monitoring testing calendar, assessment reports

Person Responsible

Chris Lord

Schedule

Triannually, from 8/21/2017 to 5/24/2018

Evidence of Completion

Lesson plan books, RRMS progress monitoring testing calendar, assessment reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Benchmark assessment/progress monitoring test reports will be viewed and scores evaluated to check for effectiveness on student scores.

Person Responsible

Chris Lord

Schedule

Triannually, from 8/21/2017 to 5/24/2018

Evidence of Completion

Benchmark assessment/progress monitoring test reports

G1.B1.S4 Math teachers will attend NEFEC secondary math training and apply strategies learned at the training to their classroom instruction. 4

S264794

Strategy Rationale

NEFEC secondary math training will provide teachers with strategies and ideas to make their math lessons more interactive and engaging for students,

Action Step 1 5

RRMS math teachers will attend NEFEC secondary mathematics training and apply the skills/ strategies from the training to their math lessons to make them more interactive and engaging.

Person Responsible

Chris Lord

Schedule

Weekly, from 10/5/2017 to 5/24/2018

Evidence of Completion

Lesson plans, observation notes and walkthrough forms, evaluations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Teachers will document use of NEFEC secondary mathematics strategies in their lessons

Person Responsible

Chris Lord

Schedule

Weekly, from 10/5/2017 to 5/24/2018

Evidence of Completion

Lesson plans, Observation notes and walkthrough forms, evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Benchmark assessments/progress monitoring scores will be evaluated and examined for growth in math standards achievement.

Person Responsible

Chris Lord

Schedule

Triannually, from 8/21/2017 to 5/24/2018

Evidence of Completion

Benchmark assessment/progress monitoring score reports

G2. Increase student proficiency on FSA English Language Arts to 60%. 1

G093612

G2.B1 Students have limited strategies and supports to achieve at a high level in reading and/or writing. 2

B251168

G2.B1.S1 Use of Write Score Reading and Writing and STAR 360 benchmark assessments/progress monitoring programs as tools to track student progress on reading/writing/literacy skills. 4

S264795

Strategy Rationale

Benchmark assessments will give teachers a snapshot of what standards students have mastered and help teachers plan future lessons and adjust curriculum maps to focus on standards where students have not achieved mastery.

Action Step 1 5

Take Write Score writing progress monitoring assessments 4 times per year.

Person Responsible

Anne Jones

Schedule

Quarterly, from 8/30/2017 to 5/24/2018

Evidence of Completion

Write Score data reports, progress monitoring testing calendar

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will adapt curriculum maps to reflect instructional changes based on write score progress monitoring score reports.

Person Responsible

Chris Lord

Schedule

Quarterly, from 8/30/2017 to 5/24/2018

Evidence of Completion

Curriculum maps, data reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Department meetings will be held to analyze and discuss Write Score data reports.

Person Responsible

Chris Lord

Schedule

Quarterly, from 8/30/2017 to 5/24/2018

Evidence of Completion

Department meeting agendas and sign in sheets, progress monitoring score reports

G2.B1.S2 Offer professional development on use of Achieve 3000 lessons and activities to teach reading/writing/literacy skills through the use of nonfiction articles. 4

S264796

Strategy Rationale

Students need extra support to reach and maintain proficiency in literacy skills.

Action Step 1 5

Selected teachers will receive professional development training to learn to use Achieve 3000 lessons and activities to teach literacy skills through the use of high quality nonfiction articles.

Person Responsible

Chris Lord

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

inservice sign in rosters

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will document use of Achieve 3000 lessons and activities in their lesson plans.

Person Responsible

Chris Lord

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Principal will take up teacher lesson plans 2 times each 9 weeks looking for evidence of use of Achieve 3000.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Achieve 3000 level-set test will be taken 3 times per year to look for lexile growth and increased proficiency in literacy standards.

Person Responsible

Anne Jones

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Achieve 3000 level-set score reports, Achieve 3000 "How how lexile performance changed over time" reports

G2.B1.S3 Use of Renaissance learning program Accelerated Reader to encourage and track student reading. 4

S264797

Strategy Rationale

When students read for pleasure outside the regular school day their fluency and comprehension increase, thereby leading to increased scores on state tests.

Action Step 1 5

Language arts department will set requirements for students to earn a specific number of Accelerated Reader points each 9 weeks.

Person Responsible

Fidah Williams

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student grades on Skyward, Accelerated Reader points earned reports

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers/Departments will print and discuss score reports detailing AR points earned.

Person Responsible

Fidah Williams

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

AR score reports, student grades

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

View STAR Reading growth reports and check for growth of student reading levels.

Person Responsible

Fidah Williams

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

STAR reading progress monitoring score reports

G2.B1.S4 Use Moby Max with bottom quartile students. 4

S264798

Strategy Rationale

Moby Max was chosen due to its ability to find and fix learning gaps with the power of personalized learning in K-8 subjects reading, language, and writing.

Action Step 1 5

Use Moby Max with bottom quartile intensive reading students.

Person Responsible

Chris Lord

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Moby Max score reports

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Principal will do walk through observations to ensure that Moby Max is being implemented in bottom quartile reading classrooms.

Person Responsible

Chris Lord

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk through observation forms, notes, teacher evaluations, score reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Moby Max progress monitoring scores will be reviewed and checked for progress.

Person Responsible

Anne Jones

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Department meeting agendas, progress monitoring score reports

G2.B1.S5 Offer professional development on language arts skills/strategies via NEFEC Secondary Language Arts training. 4

 S264800

Strategy Rationale

Students who learn through collaborative, engaging lessons are more focused on content and have better retention, thereby increasing their FSA reading scores.

Action Step 1 5

Language arts teachers will attend NEFEC Secondary Language Arts professional development and apply what they learn at the training to their classroom lessons.

Person Responsible

Chris Lord

Schedule

Weekly, from 10/6/2017 to 5/24/2018

Evidence of Completion

Lesson plans, curriculum maps, walkthrough notes and observation forms, evaluations

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Teachers will document use of language arts strategies learned about in the NEFEC secondary language arts training in their lesson plans.

Person Responsible

Chris Lord

Schedule

Weekly, from 10/6/2017 to 5/24/2018

Evidence of Completion

Principal will take up teacher lesson plans 2 times each 9 weeks looking for documentation of writing strategies/lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Write Score Reading and STAR 360 benchmark assessments/progress monitoring

Person Responsible

Anne Jones

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Benchmark assessment/progress monitoring data reports will be reviewed and evaluated to check for continued progress towards mastery of reading/writing/literacy standards.

G3. Increase student proficiency on FCAT 2.0 Science to 50%. 1

G093613

G3.B1 Students do not have the basic science knowledge to build upon and achieve expected levels at the middle school level. 2

B251169

G3.B1.S1 Use state adopted science textbook 4

S264801

Strategy Rationale

State adopted science textbooks are chosen because they have been proven to encompass all the Florida science standards.

Action Step 1 5

Science teachers will use state adopted science textbook in their classroom.

Person Responsible

Chris Lord

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk through observations, lesson plans, department meetings, curriculum maps

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Principal will do walk throughs to ensure teachers are using state adopted science textbook in their classrooms.

Person Responsible

Chris Lord

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Observation notes/walkthrough forms, lesson plans, curriculum maps

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress monitoring scores will be reviewed and growth will be monitored.

Person Responsible

Chris Lord

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Progress monitoring score reports

G3.B1.S2 Use Study Island in science classes to reinforce science content. 4

 S264802

Strategy Rationale

Study Island is a research based program proven to have a positive impact on helping students achieve mastery of science concepts and standards.

Action Step 1 5

Science teachers will use Study Island in their classrooms as a tool to help reinforce science standards.

Person Responsible

Chris Lord

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Study Island reports, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Principal will check lesson plans and Study Island usage reports to make sure teachers are using Study Island in their classrooms.

Person Responsible

Chris Lord

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lessons plans, Study Island usage reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Study island pre/post tests will be taken and evaluated for growth.

Person Responsible

Jeanine Collins

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Results from Study Island pre/post tests

G3.B1.S3 Offer professional development on Secondary Science and implementation of secondary science strategies in the science classroom. 4

S264803

Strategy Rationale

Professional development on secondary science skills/strategies via NEFEC Secondary Science training will increase student engagement through the use of collaborative strategies to teach the content, and engaged students learn and retain complex information better.

Action Step 1 5

Secondary Science professional development

Person Responsible

Chris Lord

Schedule

Triannually, from 10/6/2017 to 5/24/2018

Evidence of Completion

Inservice roster, workshop agenda

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teachers will implement secondary science strategies learned during the NEFEC training.

Person Responsible

Chris Lord

Schedule

Weekly, from 10/6/2017 to 5/24/2018

Evidence of Completion

Lesson plans, curriculum maps, observation notes/walkthrough forms, evaluations

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Science FCAT Scores

Person Responsible

Chris Lord

Schedule

On 5/24/2018

Evidence of Completion

Improvement in percent proficient on Science FCAT scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M373396	Progress toward meeting goal will be determined by looking at math progress monitoring data scores...	Lord, Chris	8/10/2017	Department meeting agendas, progress monitoring score reports	5/24/2018 triannually
G2.MA1 M373409	Progress monitoring tests will be used to collect data for review to determine progress toward the...	Lord, Chris	8/21/2017	Department meeting agendas, progress monitoring score reports	5/24/2018 quarterly
G3.MA1 M373416	Study Island pre/post tests will be used to collect data for review to determine progress toward...	Lord, Chris	8/10/2017	Science department meeting agendas, progress monitoring score reports, Study Island pre/post test scores	5/24/2018 triannually
G1.B1.S1.MA1 M373388	Effectiveness of this will be determined by looking at progress monitoring data scores and...	Lord, Chris	8/10/2017	Department meeting agendas, progress monitoring score reports	5/24/2018 triannually
G1.B1.S1.MA1 M373389	Principal will view teacher lesson plans and ensure that state adopted math textbooks and...	Lord, Chris	8/10/2017	Teacher lesson plans, curriculum maps, notes, evaluations	5/24/2018 every-2-months
G1.B1.S1.A1 A350731	Teachers will use the state adopted math textbook in their math classes along with the digital...	Lord, Chris	8/10/2017	Walk through observation forms, notes, lesson plans, department meetings	5/24/2018 daily
G2.B1.S1.MA1 M373397	Department meetings will be held to analyze and discuss Write Score data reports.	Lord, Chris	8/30/2017	Department meeting agendas and sign in sheets, progress monitoring score reports	5/24/2018 quarterly
G2.B1.S1.MA1 M373398	Teachers will adapt curriculum maps to reflect instructional changes based on write score progress...	Lord, Chris	8/30/2017	Curriculum maps, data reports	5/24/2018 quarterly
G2.B1.S1.A1 A350735	Take Write Score writing progress monitoring assessments 4 times per year.	Jones, Anne	8/30/2017	Write Score data reports, progress monitoring testing calendar	5/24/2018 quarterly
G3.B1.S1.MA1 M373410	Progress monitoring scores will be reviewed and growth will be monitored.	Lord, Chris	8/10/2017	Progress monitoring score reports	5/24/2018 triannually
G3.B1.S1.MA1 M373411	Principal will do walk throughs to ensure teachers are using state adopted science textbook in...	Lord, Chris	8/10/2017	Observation notes/walkthrough forms, lesson plans, curriculum maps	5/24/2018 weekly
G3.B1.S1.A1 A350741	Science teachers will use state adopted science textbook in their classroom.	Lord, Chris	8/10/2017	Walk through observations, lesson plans, department meetings, curriculum maps	5/24/2018 weekly
G1.B1.S2.MA1 M373390	Benchmark assessment reports will be viewed and discussed to check for effectiveness.	Norton, Robyn	8/10/2017	Assessment reports, math dept. meeting agendas	5/24/2018 triannually
G1.B1.S2.MA1 M373391	The principal will conduct walk throughs and view lesson plans to check for evidence of...	Lord, Chris	9/1/2017	Walk through observation forms, notes, lesson plans	5/24/2018 biweekly
G1.B1.S2.A1 A350732	Teachers will incorporate the use of Study Island in their classroom instruction.	Lord, Chris	9/1/2017	Lesson plans, Study Island usage reports.	5/24/2018 monthly
G2.B1.S2.MA1 M373399	Achieve 3000 level-set test will be taken 3 times per year to look for lexile growth and increased...	Jones, Anne	8/10/2017	Achieve 3000 level-set score reports, Achieve 3000 "How how lexile performance changed over time" reports	5/24/2018 triannually
G2.B1.S2.MA1 M373400	Teachers will document use of Achieve 3000 lessons and activities in their lesson plans.	Lord, Chris	8/10/2017	Principal will take up teacher lesson plans 2 times each 9 weeks looking for evidence of use of Achieve 3000.	5/24/2018 every-2-months
G2.B1.S2.A1 A350736	Selected teachers will receive professional development training to learn to use Achieve 3000...	Lord, Chris	8/10/2017	inservice sign in rosters	5/24/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1 M373412	Study island pre/post tests will be taken and evaluated for growth.	Collins, Jeanine	8/10/2017	Results from Study Island pre/post tests	5/24/2018 semiannually
G3.B1.S2.MA1 M373413	Principal will check lesson plans and Study Island usage reports to make sure teachers are using...	Lord, Chris	8/10/2017	Lessons plans, Study Island usage reports	5/24/2018 every-2-months
G3.B1.S2.A1 A350742	Science teachers will use Study Island in their classrooms as a tool to help reinforce science...	Lord, Chris	8/10/2017	Study Island reports, lesson plans	5/24/2018 monthly
G1.B1.S3.MA1 M373392	Benchmark assessment/progress monitoring test reports will be viewed and scores evaluated to check...	Lord, Chris	8/21/2017	Benchmark assessment/progress monitoring test reports	5/24/2018 triannually
G1.B1.S3.MA1 M373393	Teachers will document when they take benchmark assessments/ progress monitoring tests in their plan...	Lord, Chris	8/21/2017	Lesson plan books, RRMS progress monitoring testing calendar, assessment reports	5/24/2018 triannually
G1.B1.S3.A1 A350733	Teachers will use STAR 360 benchmark assessment and progress monitoring tests.	Jones, Anne	8/21/2017	Assessment reports, progress monitoring testing calendar	5/24/2018 triannually
G2.B1.S3.MA1 M373401	View STAR Reading growth reports and check for growth of student reading levels.	Williams, Fidah	8/10/2017	STAR reading progress monitoring score reports	5/24/2018 triannually
G2.B1.S3.MA1 M373402	Teachers/Departments will print and discuss score reports detailing AR points earned.	Williams, Fidah	8/10/2017	AR score reports, student grades	5/24/2018 quarterly
G2.B1.S3.A1 A350737	Language arts department will set requirements for students to earn a specific number of...	Williams, Fidah	8/10/2017	Student grades on Skyward, Accelerated Reader points earned reports	5/24/2018 quarterly
G3.B1.S3.MA1 M373414	Science FCAT Scores	Lord, Chris	8/10/2017	Improvement in percent proficient on Science FCAT scores	5/24/2018 one-time
G3.B1.S3.MA1 M373415	Teachers will implement secondary science strategies learned during the NEFEC training.	Lord, Chris	10/6/2017	Lesson plans, curriculum maps, observation notes/walkthrough forms, evaluations	5/24/2018 weekly
G3.B1.S3.A1 A350743	Secondary Science professional development	Lord, Chris	10/6/2017	Inservice roster, workshop agenda	5/24/2018 triannually
G1.B1.S4.MA1 M373394	Benchmark assessments/progress monitoring scores will be evaluated and examined for growth in math...	Lord, Chris	8/21/2017	Benchmark assessment/progress monitoring score reports	5/24/2018 triannually
G1.B1.S4.MA1 M373395	Teachers will document use of NEFEC secondary mathematics strategies in their lessons	Lord, Chris	10/5/2017	Lesson plans, Observation notes and walkthrough forms, evaluations	5/24/2018 weekly
G1.B1.S4.A1 A350734	RRMS math teachers will attend NEFEC secondary mathematics training and apply the skills/ strategies...	Lord, Chris	10/5/2017	Lesson plans, observation notes and walkthrough forms, evaluations	5/24/2018 weekly
G2.B1.S4.MA1 M373403	Moby Max progress monitoring scores will be reviewed and checked for progress.	Jones, Anne	8/10/2017	Department meeting agendas, progress monitoring score reports	5/24/2018 triannually
G2.B1.S4.MA1 M373404	Principal will do walk through observations to ensure that Moby Max is being implemented in bottom...	Lord, Chris	8/10/2017	Walk through observation forms, notes, teacher evaluations, score reports	5/24/2018 weekly
G2.B1.S4.A1 A350738	Use Moby Max with bottom quartile intensive reading students.	Lord, Chris	8/10/2017	Moby Max score reports	5/24/2018 biweekly
G2.B1.S5.MA1 M373407	Write Score Reading and STAR 360 benchmark assessments/progress monitoring	Jones, Anne	8/10/2017	Benchmark assessment/progress monitoring data reports will be reviewed and evaluated to check for continued progress towards mastery of reading/writing/literacy standards.	5/24/2018 triannually

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Ruth Rains Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S5.MA1  M373408	Teachers will document use of language arts strategies learned about in the NEFEC secondary...	Lord, Chris	10/6/2017	Principal will take up teacher lesson plans 2 times each 9 weeks looking for documentation of writing strategies/ lesson plans.	5/24/2018 weekly
G2.B1.S5.A1  A350740	Language arts teachers will attend NEFEC Secondary Language Arts professional development and apply...	Lord, Chris	10/6/2017	Lesson plans, curriculum maps, walkthrough notes and observation forms, evaluations	5/24/2018 weekly

V. Professional Development Opportunities

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

G1. Increase student proficiency on FSA Mathematics test to 60%

G1.B1 Students lack the skill to achieve at proficiency on the state math assessment.

G1.B1.S4 Math teachers will attend NEFEC secondary math training and apply strategies learned at the training to their classroom instruction.

PD Opportunity 1

RRMS math teachers will attend NEFEC secondary mathematics training and apply the skills/strategies from the training to their math lessons to make them more interactive and engaging.

Facilitator

North East Florida Educational Consortium

Participants

Secondary mathematics teachers

Schedule

Weekly, from 10/5/2017 to 5/24/2018

G2. Increase student proficiency on FSA English Language Arts to 60%.

G2.B1 Students have limited strategies and supports to achieve at a high level in reading and/or writing.

G2.B1.S2 Offer professional development on use of Achieve 3000 lessons and activities to teach reading/writing/literacy skills through the use of nonfiction articles.

PD Opportunity 1

Selected teachers will receive professional development training to learn to use Achieve 3000 lessons and activities to teach literacy skills through the use of high quality nonfiction articles.

Facilitator

Susan Webb

Participants

Pam Music, Fidah Williams, Tonya Walker, Jana O'Neal, Michelle Lilie, Carrie Cobb, Tina Leon, Arianne Smith

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

G2.B1.S5 Offer professional development on language arts skills/strategies via NEFEC Secondary Language Arts training.

PD Opportunity 1

Language arts teachers will attend NEFEC Secondary Language Arts professional development and apply what they learn at the training to their classroom lessons.

Facilitator

NorthEast Florida Educational Consortium

Participants

Language Arts, Reading, and Critical Thinking teachers

Schedule

Weekly, from 10/6/2017 to 5/24/2018

G3. Increase student proficiency on FCAT 2.0 Science to 50%.

G3.B1 Students do not have the basic science knowledge to build upon and achieve expected levels at the middle school level.

G3.B1.S3 Offer professional development on Secondary Science and implementation of secondary science strategies in the science classroom.

PD Opportunity 1

Secondary Science professional development

Facilitator

NEFEC Professional Development

Participants

science department

Schedule

Triannually, from 10/6/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will use the state adopted math textbook in their math classes along with the digital resources that go along with it.				\$0.00
2	G1.B1.S2.A1	Teachers will incorporate the use of Study Island in their classroom instruction.				\$5,913.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Ruth Rains Middle School	General Fund		\$5,913.00
3	G1.B1.S3.A1	Teachers will use STAR 360 benchmark assessment and progress monitoring tests.				\$9,772.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Ruth Rains Middle School	Title, I Part A		\$9,772.00
4	G1.B1.S4.A1	RRMS math teachers will attend NEFEC secondary mathematics training and apply the skills/strategies from the training to their math lessons to make them more interactive and engaging.				\$0.00
5	G2.B1.S1.A1	Take Write Score writing progress monitoring assessments 4 times per year.				\$12,588.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Ruth Rains Middle School	Title, I Part A		\$12,588.00
6	G2.B1.S2.A1	Selected teachers will receive professional development training to learn to use Achieve 3000 lessons and activities to teach literacy skills through the use of high quality nonfiction articles.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Ruth Rains Middle School			\$0.00
<i>Notes: not billed yet</i>						
7	G2.B1.S3.A1	Language arts department will set requirements for students to earn a specific number of Accelerated Reader points each 9 weeks.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Ruth Rains Middle School			\$0.00
<i>Notes: This is included with STAR (see #3-Title 1 Part A funding)</i>						
8	G2.B1.S4.A1	Use Moby Max with bottom quartile intensive reading students.				\$1,295.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Ruth Rains Middle School	Title, I Part A		\$1,295.00
9	G2.B1.S5.A1	Language arts teachers will attend NEFEC Secondary Language Arts professional development and apply what they learn at the training to their classroom lessons.				\$0.00
10	G3.B1.S1.A1	Science teachers will use state adopted science textbook in their classroom.				\$0.00
11	G3.B1.S2.A1	Science teachers will use Study Island in their classrooms as a tool to help reinforce science standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Ruth Rains Middle School			\$0.00
			<i>Notes: Included with Study Island #2 (general funds)</i>			
12	G3.B1.S3.A1	Secondary Science professional development				\$0.00
					Total:	\$29,568.00