

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



Rock Lake Middle School

School Improvement Plan 2009-2010

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2008-2009

Core Performance Objective #1: To increase by 4 (85% to 89 %) the percent of all curriculum students scoring Level 3 or above in reading on the 2009 FCAT.

Objective not met - 85% (906 of 1044) of all curriculum students scored at Level 3 or above on the 2009 FCAT Reading.

Core Performance Objective #2: To increase by 5 (66% to 71%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2009 FCAT.

Objective met - 74% (184 of 249) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2009 FCAT Reading.

Core Performance Objective #3: To increase by 4 (86% to 90%) the percent of all curriculum students scoring Level 3 or above in math on the 2009 FCAT.

Objective not met - 85% (900 of 1042) of all curriculum students scored at Level 3 or above on the 2009 FCAT Math.

Core Performance Objective #4: To increase by 5 (75% to 80%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2009 FCAT.

Objective not met - 75% (182 of 243) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2009 FCAT Math.

Core Performance Objective #5: To increase by 4 (96% to 100%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2009 FCAT.

Objective not met - 94% (318 of 339) of all curriculum students scored at Level 4 or above on the 2009 FCAT Writing.

Core Performance Objective #6: To increase by 10 (73% to 83%) the percent of all curriculum students scoring Level 3 or above in science on the 2009 FCAT.

Objective not met - 74% (255 of 345) of all curriculum students scored at Level 3 or above on the 2009 FCAT Science.

Core Performance Objective #7: To increase by 1 (99% to 100%) the percent of all student subgroups successfully completing advanced level classes in 2008-09 school year.
Objective not met - 72% (445 of 622) student subgroups successfully completed advanced level classes in 2008-09.

Core Performance Objective #8: To decrease the total number of disciplinary referrals (duplicated count) in 2008-09 school year from 378 to 328.
Objective met– 286 students received one or more disciplinary referrals in 2008-09.

Core Performance Objective #9: To decrease by 5 (45% to 40%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2008-09 school year.
Objective not met - 42% (29 of 69) Economically Disadvantaged students received an out-of-school suspension in 2008-09.

School Performance Objective #10: To increase by 10 (26% to 36%) the percent of Economically Disadvantaged students participating in Cheerleading in 2008-2009 school year.
Objective met - 44% (20 of 45) Economically Disadvantaged students participated in cheerleading during the 2008-2009 school year.

School Performance Objective #11: To increase by 8 (60% to 68%) the percentage of Students with Disabilities scoring Level 3 and above in Math on the 2009 FCAT.
Objective not met - 58% (74 of 127) of Students of Disabilities scored Level 3 and above in Math on the 2009 FCAT.

School Performance Objective #12: To increase by 6 (59% to 65%) the percentage of Students with Disabilities scoring Level 3 and above in Reading on the 2009 FCAT.
Objective not met - 55% (70 of 127) of Students of Disabilities scored Level 3 and above in Math on the 2009 FCAT.

Overall Adequate Progress: **Met or Not met**
3 of 12 objectives were successfully completed.
Overall adequate progress was defined as meeting 6 out of 12 objectives.

EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2009-2010

Rock Lake Middle School faculty and staff believe that all students not only can, but will learn. Our administration and staff are committed to meeting the needs of all students, particularly in the areas of reading, writing, mathematics, and science. The following is a brief synopsis of the objectives that will be addressed in our 2009-2010 School Improvement Plan.

- Core Performance Objective** - #1: To increase by 5 (85% to 90 %) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.
- Core Performance Objective** - #2: To increase by 5 (74% to 79%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2010 FCAT.
- Core Performance Objective** - #3: To increase by 5 (85% to 90 %) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.
- Core Performance Objective** - #4: To increase by 5 (75% to 80%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2010 FCAT.
- Core Performance Objective** - #5: To increase by 4 (94% to 98%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.
- Core Performance Objective** - #6: To increase by 5 (74% to 79%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.
- Core Performance Objective** - #7: To increase by 5 (72% to 77%) the percent of all student subgroups successfully completing advanced level classes in 2009-2010 school year.
- Core Performance Objective** - #8: To decrease the total number of disciplinary referrals (duplicated count) in 2009-2010 school year from 286 to 256.
- Core Performance Objective** - #9: To decrease by 4 (42% to 38%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2009-2010 school year.

Grade Level Objective - **#10:** To increase by 5 (7% to 12 %) the percent of Economically Disadvantaged students participating in BETA Club in 2009-2010 school year.

School Performance Objective #11: To increase by 5 (58% to 63%) the percentage of Students with Disabilities scoring Level 3 and above in Math on the 2009 FCAT.

School Performance Objective #12: To increase by 5 (55% to 60%) the percentage of Students with Disabilities scoring Level 3 and above in Reading on the 2009 FCAT.

School Performance Objective #13: To increase by 5 (65% to 70%) the percentage of Economically Disadvantaged students scoring Level 3 and above in Math on the 2009 FCAT.

Adequate Progress for 2009-2010: is defined as meeting 7 out of 13 objectives.

CARRY-OVER OBJECTIVES

2009-2010

State Priority #3	RLMS administration will share information regarding the school budget and the school improvement budget with faculty, staff, parents and the community. Additionally, our school will continue to align classroom instruction and learning activities with the Sunshine State Standards and allocate available funds to provide supplies and other resources necessary to support this alignment.
State Priority #4	will continue to incorporate teacher reading study groups in our professional development inservices. This study group will focus on differentiated instruction as well as professional development for reading and writing in the content area.
State Priority #6	will continue to distribute student planners to all sixth grade students at Rock Lake during the 2007-2008 school year for the purpose of tracking homework, tests, and projects, as well as informing parents of daily work and student performance progress. This will also serve the purpose of assisting students in developing organizational skills and responsibilities for achieving specific classroom goals. Additionally, parents will receive information regarding student health and fitness via “Healthy Tips” information through the newsletter as well as regular communication and assessments regarding student fitness by the PE department.

CORE PERFORMANCE OBJECTIVE #1 - READING PROFICIENCY

State Priorities: A-F

Objective 1

PRIORITY NEED: On the 2009 FCAT, 85 % (888 of 1039) of all curriculum students scored at Level 3 or above in reading.

PERFORMANCE OBJECTIVE: To increase by 5 (85% to 90%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Provide teachers with access to the Employee Information System (EIS) in order to identify their own students' reading levels.	or, st, tech	Administration
2. Dedicate three staff developments each month to reading improvement.	b, st, t	Administration, teachers, reading coach, curriculum leaders
3. Use the FORF and SRI as the diagnostic assessment tool to report and evaluate student reading growth.	im, st, t	Administration, reading coach, language arts teachers
4. Require Intensive Reading or Intensive Reading Plus, a research based reading program, for 6 th , 7 th , and 8 th grade students who scored at Level 1, Level 2, or low Level 3 on the 2009 FCAT Reading test.	b, im, st, tech	Administration, reading coach, guidance, teachers
5. Introduce and integrate Marzano's Academic Vocabulary strategies into language arts and social studies classes.	im, st, t	Teachers, administration, reading coach
6. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, st, tech	Teachers, tech facilitator, administration
8. Promote Reading Edge literacy skills in content area classes.	im, st, t	Teachers, administration, reading coach
9. Use a variety of resources such as newspapers, periodicals and internet research for relevant and engaging instruction.	b,im	Administration, teachers
11. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	b, im, t	Administration, teachers
12. Utilize the Principal's Book Club to promote reading outside the school day.	b, im,	Administration, reading coach
13. Provide during and after school tutorial program.	b, im, st	Administration, reading coach, teachers

14. Enroll all sixth grade students, not placed in an Intensive or an Advanced Reading course, into a Reading Enrichment course.	b, im, st	Administration, guidance, reading coach
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RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: The administration will review the 2009 FCAT Reading score and additional reading performance data with each team at the beginning of each semester and will report to SAC on an annual basis.

CORE PERFORMANCE OBJECTIVE #2 – LOWEST QUARTILE READING

State Priorities: A-F

Objective 2

PRIORITY NEED: On the 2009 FCAT, 74 % (190 of 257) of all curriculum students in the lowest quartile made annual learning gains in reading.

PERFORMANCE OBJECTIVE: To increase by 5 (74% to 79%) the percent of all curriculum students in the lowest quartile making annual learning gains in reading on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Identify, monitor, and mentor struggling lower quartile Reading students.	st	Administration, teachers, guidance, success team
2. Dedicate three staff development a month to reading improvement.	b, st, t	Administration, teachers, reading coach
3. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	b, im, t	Administration, teachers
4. Students scoring at Level 1 and Level 2 on the FCAT Reading unable to demonstrate proficiency in fluency and decoding will be placed in the extended block Intensive Reading Program.	im, st, t	Administration, guidance, reading teachers
5. Students scoring at Level 1 and Level 2 on the FCAT Reading and demonstrating proficiency in fluency and decoding will be placed in the standard Intensive Reading Program.	im, st, t	Administration, guidance, reading teachers
6. Schedule Level 3 students with the greatest probability of regression in a Advanced Reading course that will utilize the Reading Edge program materials to strengthen student comprehension and fluency.	im, st	Administration, guidance
7. Introduce and integrate Marzano's Academic Vocabulary strategies into language arts and social studies classes.	im, st, t	Teachers, administrators, reading coach
8. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, st, tech	Teachers, tech facilitator, administration
9. Introduce and integrate reading strategies into reading lessons in all subject areas.	im, st, t	Teachers, administrators, reading coach
10. Use a variety of resources such as newspapers, periodicals, magazines and internet research for relevant and engaging instruction.	b, im	Teachers, administrators, reading coach

11. Provide support to ESE students and their teachers through the use of the facilitation model.	st, sss, t	ESE teachers
12. Provide during and after school tutorial program.	b, im, st	Administration, reading coach, teachers
13. Utilize the Principal's Book Club to promote reading outside the school day.	b, im,	Administration, reading coach

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: The administration will review the 2009 FCAT Reading scores and additional reading performance data with each team at the beginning of each semester and report back to SAC on an annual basis.

CORE PERFORMANCE OBJECTIVE #3 – MATH PROFICIENCY

State Priorities: A-F

Objective 3

PRIORITY NEED: On the 2009 FCAT, 85 % (880 of 1036) of all curriculum students scored at Level 3 or above in math.

PERFORMANCE OBJECTIVE: To increase by 5 (85% to 90%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Review 2009 FCAT Math scores to identify students at Level 1 and Level 2 for placement in the intensive math program.	St, sss, im, or, b	Administration, guidance, teachers
2. Provide opportunities for special education math teachers to meet with regular education teachers to align the curriculum.	im	ESE math teachers, regular education math teachers,
3. Provide during school tutorial program.	b, im, st	Administration, teachers
4. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, st, tech	Teachers, tech facilitator, administration
5. Identify, monitor, and mentor struggling lower quartile students.	st	Administration, teachers, guidance, success team
6. Provide inquiry-based training for all math teachers.	b, im,, st, t	Administration, math coach
7. Ensure fidelity of the math frameworks and CMP2 intensive math program in the classrooms with regular walk-thrus and feedback by administrators.	st/or	Administration, teachers
8. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	t, im, b	Teachers, administration

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: The administration will review the 2008 FCAT Math scores and additional math performance data with math teachers and the math department chairperson at the beginning of each semester and report back to SAC on an annual basis.

CORE PERFORMANCE OBJECTIVE #4 – LOWEST QUARTILE MATH

State Priorities: A-F

Objective 4

PRIORITY NEED: On the 2009 FCAT, 75 % (187 of 250) of all curriculum students in the lowest quartile made annual learning gains in math.

PERFORMANCE OBJECTIVE: To increase by 5 (75% to 80%) the percent of all curriculum students in the lowest quartile making annual learning gains in math on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Review 2009 FCAT Math scores to identify students at Level 1 and Level 2 for placement in the intensive math program.	St, sss, im, or, b	Administration, guidance, teachers
2. Provide opportunities for special education math teachers to meet with regular education teachers to align the curriculum.	im	ESE math teachers, regular education math teachers,
3. Provide during school tutorial program.	b, im, st	Administration, teachers
4. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, st, tech	Teachers, tech facilitator, administration
5. Identify, monitor, and mentor struggling lower quartile students.	st	Administration, teachers, guidance, success team
6. Provide inquiry-based training for all math teachers.	b, im,, st, t	Administration, math coach
7. Ensure fidelity of the math frameworks and CMP2 intensive math program in the classrooms with regular walk-thrus and feedback by administrators.	st/or	Administration, teachers
8. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	t, im, b	Teachers, administration
9. Provide support to ESE students and their teachers through the use of the facilitation model.	sss, t, st	ESE teachers
10. Use common assessments in CMP2 classes to discuss and evaluate student math deficits and growth.	im, or, st, t	Administration, math teachers

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: The administration will review the 2008 FCAT Math scores and additional math performance data with math teachers and math department chairperson at the beginning of each semester and report back to SAC on an annual basis.

CORE PERFORMANCE OBJECTIVE #5 – WRITING ABOVE PROFICIENCY

State Priorities: A-F

Objective 5

PRIORITY NEED: On the 2009 FCAT, 94 % (318 of 339) of all curriculum students scored at Level 4.0 or above in writing.

PERFORMANCE OBJECTIVE: To increase by 4 (94% to 98%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Expand the scope and sequence of 6 Traits to Writing through grade level articulation.	im	Language Arts teachers
2. Utilize a variety of sentence patterns to develop grammar proficiency within the writing curriculum.	im	Teachers
3. Intensify the writing process by affording the students pre-writing and planning techniques, rough and final drafting rules, revising, editing, and publishing opportunities.	im, tech	Teachers
4. Build student vocabulary proficiency when writing essays.	im	Teachers
5. Integrate Marzano's Academic Vocabulary strategies into language arts and social studies classes.	im, st, t	Administration, teachers
6. Integrate the reading of short stories and novels with critical-thinking responses.	im	Teachers
7. Align curriculum delivery with Seminole County Public Schools K-12 writing plan and Six Traits Writing.	b, im, t	Administration, teachers
8. Provide opportunities for special education language arts teachers to meet with regular education language arts teachers to align the curriculum	im	ESE language arts teachers, regular education language
9. Align vertically sentence writing, paragraph writing, and essay writing in grades 6-8.	st, t	Teachers
10. Use rubric to train for expository and persuasive essay writing.	im	Teachers
11. Evaluate all students during the 1st quarter through a writing assessment to identify grades 6-8 students who need additional assistance.	im, t, st	Language arts teachers

12. Provide training for all teachers on using writing in the content area.	b, im, sss	Administration, teachers
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RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: The administration will review the 2009 FCAT Writing Plus scores with each team at the beginning of each semester and report back to SAC on an annual basis.

CORE PERFORMANCE OBJECTIVE #6 – SCIENCE PROFICIENCY

State Priorities: A-F

Objective 6

PRIORITY NEED: On the 2009 FCAT, 75 % (252 of 337) of all curriculum students scored at Level 3 or above in science.

PERFORMANCE OBJECTIVE: To increase by 5 (75% to 80%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Utilize FCAT practice materials in all science classes.	b, im	Science teachers
2. Encourage high performing eighth grade students to enroll in an advanced level science course.	st, sss	Guidance, science teachers, administration
3. Provide opportunities for special education science teachers to meet with regular education teachers to align curriculum.	st	ESE Science teachers, regular education science
4. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, im, tech	Teachers, tech facilitator
5. Administer a 6th and 7th grade FCAT Science practice test.	b, st	Science teachers, administration
6. Provide time for Science teachers to vertically align curriculum with Seminole County Public Schools instructional plans and materials.	t, st	Administration
7. Enroll all eighth grade students who have availability in their schedule into SECME as their elective.	b, st	Guidance, administration

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: The administration will review 2008 FCAT Science scores with science teachers and the science department chairperson at the beginning of each semester and report back to SAC on an annual basis.

CORE PERFORMANCE OBJECTIVE #7 – ADVANCED COURSE COMPLETION

State Priorities: A-F

Objective 7

PRIORITY NEED: During the 2008-2009 school year, 72 % (749 of 1048) of all curriculum subgroups successfully completed advanced level classes.

PERFORMANCE OBJECTIVE: To increase by 5 (72% to 77%) the percent of all curriculum subgroups successfully completing advanced level classes in 2009-2010 school year.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Articulate efforts with RLMS feeder elementary schools to increase efforts in recruiting all curriculum students for advanced courses.	st	Administration, guidance
2. Provide during school tutorial program.	b, im, st	Administration, teachers
3. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	st, tech	Teachers, tech facilitator
4. Provide professional development to teachers on addressing the needs of struggling students in advanced classes.	b, im, t	Administration
5. Use a variety of resources such as newspapers, periodicals, magazines and internet research for relevant and engaging instruction.	b, im	Administration, teachers
6. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	b, im, t	Administration, teachers

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administration and guidance will evaluate student progress in advanced level classes each nine week grading period to determine appropriate placement and assistance and report back to SAC on an annual basis

CORE PERFORMANCE OBJECTIVE #8 – DISCIPLINE

State Priorities: A, B, D, E, & F

Objective 8

PRIORITY NEED: During school year 2008-2009, a total of 286 disciplinary referrals (duplicated count) occurred.

PERFORMANCE OBJECTIVE: To decrease the total number of disciplinary referrals (duplicated count) incidents in 2009-2010 school year from 286 to 256.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Incorporate character education through the Good Morning Rock Lake announcements.	B, im, st,	Administration
2. Offer a “bully box” for anonymous reporting of bullying on the bus and on campus.	b	Adminstration
3. Offer at least one inservice to provide training to teachers on how to address bullying, aggression, and fighting on campus.	st, t	Administration, teachers
4. Review discipline data to identify when and where most discipline incidents of aggression occur.	st	Administration
5. Provide students with repetitive behavior problems of aggression guidance and a possible mentor.	st	Administration, guidance
6. Provide peer mediation to assist students with resolving conflicts.	st	Administration, guidance
7. Encourage students to participate in extra-curricular activities at school to encourage character development and healthy habits.	st	Administration, guidance, teachers

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administration will meet each quarter to review discipline data to determine if any additional interventions are necessary and report this data to the principal and the School Advisory Committee quarterly.

CORE PERFORMANCE OBJECTIVE #9 – DISCIPLINE DISPARITY

State Priorities: A, B, D, E, & F

Objective 9

PRIORITY NEED: During the 2008-2009 school year, 46 % (33 of 72) of students who received an out-of-school suspension (unduplicated count) were Economically Disadvantaged students.

PERFORMANCE OBJECTIVE: To decrease by 4 (42% to 38%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2009-2010 school year.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Incorporate character education through the Good Morning Rock Lake announcements.	b, im, st	Administration
2. Offer a “bully box” for anonymous reporting of bullying on the bus and on campus.	b	Administration
3. Offer at least one inservice to provide training to teachers on how to address bullying, aggression, and fighting on campus.	st, t	Administration, teachers
4. Review discipline data to identify when and where most discipline incidents of aggression occur.	st	Administration
5. Provide students with repetitive behavior problems of aggression guidance and a possible mentor.	st	Administration, guidance
6. Provide peer mediation to assist students with resolving conflicts.	st	Administration, guidance
7. Encourage students to participate in extra-curricular activities at school to encourage character development and healthy habits.	st	Administration, guidance, teachers
8. Include discipline prevention article in each school newsletter.	b, im	Administration

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: The administration will review discipline data at the beginning of each quarter and report back to SAC on an annual basis.

GRADE LEVEL OBJECTIVE (MS) #10 – BETA CLUB PARTICIPATION

State Priorities: A-F

Objective 10

PRIORITY NEED: During the 2008-2009 school year, 7 % (6 of 82) of economically disadvantaged students participated in BETA Club.

PERFORMANCE OBJECTIVE: To increase by 5 (7% to 12%) the percent of economically disadvantaged students participating in BETA Club in the 2009-2010 school year.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
Identify economically disadvantaged students who have a GPA of 3.5 and above.	st	Administration
Send personnel invitations to students who students who are economically disadvantaged and meet BETA Club participation requirements.	b, im, st	BETA Club sponsor
Call the homes of economically disadvantaged who meet BETA Club participation requirements, and encourage participation.	st	BETA Club sponsor

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW:

SCHOOL PERFORMANCE OBJECTIVE #11 -

State Priorities: A-F

Objective 11

PRIORITY NEED: 58% of Students of Disabilities scored Level 3 and above in Math on the 2009 FCAT.

PERFORMANCE OBJECTIVE: To increase by 5 (58% to 63%) the percentage of Students with Disabilities scoring Level 3 and above in Math on the 2009 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Utilize FCAT to test grades 6-8 to identify ESE students with math deficiencies and determine if eligible for an intensive math class.	st	Guidance
2. Provide opportunities for special education math teachers to meet with regular education teachers to align the curriculum.	im	ESE math teachers, regular education math teachers,
3. Provide during school tutorial program.	b, im, st	Administration, teachers
4. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, st, tech	Teachers, tech facilitator, administration
5. Administration, teachers, and guidance will identify, monitor, and mentor struggling ESE students.	st	Administration, teachers, guidance, success team
6. Provide inquiry-based training for all math teachers.	b, im,, st, t	Administration, math coach
7. Ensure fidelity of the math frameworks and CMP2 intensive math program in the classrooms with regular walk-thrus and feedback by administrators.	st/or	Administration, teachers
8. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	t, im, b	Teachers, administration
9. Provide support to ESE students and their teachers through the use of the facilitation model.	sss, t, st	ESE teachers
10. Monitor classrooms to insure ESE students are receiving appropriate instructional accommodations.	st	Administration

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administration will review the selection process and continue to encourage minority participation through various mediums. This information will be shared with the SAC at the beginning of each semester.

SCHOOL PERFORMANCE OBJECTIVE #11 -

PRIORITY NEED: 55% of Students of Disabilities scored Level 3 and above in Reading on the 2009 FCAT.

PERFORMANCE OBJECTIVE: To increase by 5 (55% to 60%) the percentage of Students with Disabilities scoring Level 3 and above in Reading on the 2009 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Identify, monitor, and mentor struggling ESE Reading students.	st	Administration, teachers, guidance, success team
2. Dedicate three staff development a month to reading improvement.	b, st, t	Administration, teachers, reading coach
3. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	b, im, t	Administration, teachers
4. Students scoring at Level 1 and Level 2 on the FCAT Reading unable to demonstrate proficiency in fluency and decoding will be placed in the extended block Intensive Reading Program.	im, st, t	Administration, guidance, reading teachers
5. Students scoring at Level 1 and Level 2 on the FCAT Reading and demonstrating proficiency in fluency and decoding will be placed in the standard Intensive Reading Program.	im, st, t	Administration, guidance, reading teachers
6. Schedule Level 3 students with the greatest probability of regression in a Advanced Reading course that will utilize the Reading Edge program materials to strengthen student comprehension and fluency.	im, st	Administration, guidance
7. Introduce and integrate Marzano's Academic Vocabulary strategies into language arts and social studies classes.	im, st, t	Teachers, administrators, reading coach
8. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, st, tech	Teachers, tech facilitator, administration
9. Introduce and integrate reading strategies into reading lessons in all subject areas.	im, st, t	Teachers, administrators, reading coach
10. Use a variety of resources such as newspapers, periodicals, magazines and internet research for relevant and engaging instruction.	b, im	Teachers, administrators, reading coach
11. Provide support to ESE students and their teachers through the use of the facilitation model.	st, sss, t	ESE teachers

12. Monitor classrooms to insure ESE students are receiving appropriate instructional accommodations.	st	Administration
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RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administration will review the selection process and continue to encourage minority participation through various mediums. This information will be shared with the SAC at the beginning of each semester.

SCHOOL PERFORMANCE OBJECTIVE #11 -

State Priorities: A-F

Objective 13

PRIORITY NEED: 65% of Economically Disadvantaged students scored Level 3 and above in Math on the 2009 FCAT.

PERFORMANCE OBJECTIVE: To increase by 5 (65% to 70%) the percentage of Economically Disadvantaged students scoring Level 3 and above in Math on the 2009 FCAT.

ACTION PLAN:	RESOURCE	PERSON(S) RESPONSIBLE:
1. Utilize FCAT to test grades 6-8 to identify economically disadvantaged students with math deficiencies and determine if eligible for an intensive math class.	st	Guidance
2. Provide opportunities for special education math teachers to meet with regular education teachers to align the curriculum.	im	ESE math teachers, regular education math teachers,
3. Provide during school tutorial program.	b, im, st	Administration, teachers
4. Utilize technology, using FCAT Explorer, to provide practice opportunities for students at school and at home.	b, st, tech	Teachers, tech facilitator, administration
5. Identify, monitor, and mentor struggling economically disadvantaged students.	st	Administration, teachers, guidance, success team
6. Provide inquiry-based training for all math teachers.	b, im,, st, t	Administration, math coach
7. Ensure fidelity of the math frameworks and CMP2 intensive math program in the classrooms with regular walk-thrus and feedback by administrators.	st/or	Administration, teachers
8. Align curriculum delivery with Seminole County Public Schools instructional plans and materials.	t, im, b	Teachers, administration
9. Provide support to Economically Disadvantaged ESE students and their teachers through the use of the facilitation model.	sss, t, st	ESE teachers
10. Use common assessments in CMP2 classes to discuss and evaluate student math deficits and growth.	im, or, st, t	Administration, math teachers

RESOURCE: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

EVALUATION AND REVIEW: Administration will review the selection process and continue to encourage minority participation through various mediums. This information will be shared with the SAC at the beginning of each semester.

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2008-2009

INCOME:

Original Allocation:	\$ 5,125.00
Adjustment:	\$ 270.00
Carry Over:	\$ 5,088.20
Total Income:	\$10,483.20

EXPENDITURES:

	State Priority	Actual Cost	Balance
Newsletters	6	\$19,52.87	\$10,483.20
Guitars	5	\$ 399.92	\$ 8,130.41
Kagan Professional Development Membership/Materials	4	\$ 2,351.99	\$ 5,778.42
FMEA Registration/Accomodations	5	\$ 831.06	\$ 4,947.36
Substitute for CMP2 workshop	2	\$ 45.65	\$ 4,901.71
Professional Development Books	4	\$ 210.23	\$ 4,691.48
CMP2 Binders	2	\$ 510.00	\$ 4,181.48
Tutorial Teacher's Salaries	2	\$ 677.90	\$ 3,503.58
Tutorial Materials	2	\$ 982.65	\$ 2,520.93
Student Planners	6	\$ 1,797.84	\$ 723.09

CARRY OVER:

Total carry over for 2009-2010: \$723.09

ADDENDUM - RESPONSE TO INTERVENTION (RtI)

Please provide the information describing the components and processes associated with Response to Intervention (RtI) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *RtI Leadership Team*.

- Administration
- Curriculum Leaders
- Reading Coach
- Guidance Counselors
- Success Team.

2. Describe how your school's *RtI Leadership Team* functions (e.g. meeting processes and roles/functions).

The team will analyze and problem solve using school wide data to provide a structured program to meet the needs of all students in an actively engaged learning environment.

3. Describe the role of your school's *RtI Leadership Team*.

Team members will promote researched based learning methods that stress student engagement and cooperation to increase the proficiency on all FCAT tests.

4. Describe the data management system used to summarize tiered data.

- SASi.
- Performance Matters

5. Describe the plan to train staff on *RtI*

As information is disseminated from SCPS regarding the RtI Plan, RLMS will initially (2009-2010) present the overview to the faculty and then provide initial training for the various departments. This training will include the purpose and guidelines for the interventions in addition to the protocols that will be used.

6. Outline your plan to achieve school-wide implementation of the *RtI* process by the start of the 2011-2012 school year.

During the 2010-2011 school year, the faculty at GLMS will be provided with the Problem Solving and Response to Intervention training, as outlined within the collaborative project developed by the FDOE and the University of South Florida. This project includes the following modules:

- a. Change Model- Consensus, Infrastructure, Implementation
- b. Big Ideas of Problem Solving
- c. Four Problem Solving Steps
- d. Three Tiers of Intervention
- e. Law
- f. Formation, Function and Purpose of the Problem
- g. Solving Teams

During the 2011-2012 school year, the Plan will include:

- Review data from Year 1: Consensus, Focus on Tier One, Four Problem Solving Steps
- State RtI Plan
- Review SAPSI data, Survey data, Skill Assessment Data
- Strategies for Consensus
- Roles of Team Members
- Data collection

During the 2012-2013 school year, we will again address:

- Problem Solving
- Case Study Examples
- Tier Three Problem Identification
- Data collection/review/analysis

ADDENDUM - CONTINUOUS IMPROVEMENT MODEL

Using the SCPS Continuous Improvement Process, a cyclical model of improvement shown below, describe briefly the actions that have taken place to address student achievement in reading, writing, math, and science using this model for improving performance.

1. Identify the Critical Success Factors (key data indicators of student performance).

- Reduce the number/percentage of students scoring at Level 1 and Level 2 on the FCAT.
- Students who achieve proficiency on the FCAT will maintain or increase their FCAT Level on subsequent FCAT tests.
- Increase the number/percentage of Level 1 and Level 2 students who meet their annual learning gains.
- Reduce the number/percentage of students scoring a Level 1 on the FCAT.
- Reduce the number/percentage of students scoring at level 2 on the FCAT.

2. Define Current Levels of Performance (based on formative and summative data)

Data Sources: Florida DOE Report Card

- 85% of students are at or above grade level in Reading
- 85% of students are at or above grade level in Mathematics
- 74% of students are at or above grade level in Science
- 94% of students achieved a 4.0 or better in Writing

The following are the sub groups that are in need of improvement:

Adequate Yearly Progress (AYP)

- Reading 65% State goal: Students with Disabilities (SWD) (55%)
- Math 68% State goal: Students with Disabilities (SWD) (58%)
Economically Disadvantaged (ED) (65%)

3. Identify Problems (things inhibiting the accomplishment of the Critical Success Factors).

- AYP in previously identified sub groups is not being met.
- High rate of regression particularly in 8th grade reading.
- High rate of regression in 6th grade mathematics.
- Teachers need further training in inquiry based instruction.
- Students are not actively engaged in the learning process

4. Determine and Verify the Root Causes (deep analysis of problems required).

- Lack of time for quality, ongoing professional development and adequate follow-up trainings.
- Lack of higher level questioning practices and 21st Century instructional strategies being utilized in classroom discussions and assessments.
- Not all students enrolled in a reading specific course.

5. Identify Interventions (actions, interventions, strategies and programs).

- Students attaining a Level 1 or 2 Math FCAT will be placed in Intensive Mathematics
- Students attaining a Level 1 or 2 on Reading FCAT will be placed in Intensive Reading
- Students attaining a Level 3 in Reading but on the cusp of regression are placed in Reading Edge.
- Enroll 6th grade students , not placed in an intensive reading or an advanced reading courses, into a reading enrichment class.
- Instructional align 8th grade Language Arts course.
- Provide tutorial opportunities for struggling students during and after school.
- Dedicate 3 professional developments each month for training teachers in 21st Century instructional strategies.

6. Implement Interventions (execution of actions, interventions, strategies and programs).

- Implementation will take place during Pre-planning of the 2009-2010 school year and will continue throughout the remainder of the school year.

7. Evaluate Interventions (using performance data)

- Progress will be monitored and evaluated throughout the year, using teacher-developed quality assessments, in addition to teacher observations and judgment, to measure student learning and progress in Math, Language Arts and Science.
- FCAT is administered according to the District schedule and will be used to determine student growth.
- Compare progress monitoring SRI test results administered at the beginning of the year with SRI testing at the end of the year for each student to determine learning gains.

8. Revisit the Critical Success Factors (at the end of the school year and replicate the process).

- Evaluation will begin in May 2010 and continue as FCAT and NCLB results are received and analyzed.

SCHOOL ADVISORY COUNCIL SIGNATURES
2009-2010
FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

Please Sign & Date

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Typed Name		Typed Name		Typed Name	
Member's Signature		Member's Signature		Member's Signature	
INSTRUCTIONAL					
Typed Name					
Member's Signature					
NON-INSTRUCTIONAL					
Typed Name					
Member's Signature					