Riversprings Middle School

2017-18 School Improvement Plan

Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

rms.wcsb.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	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

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

*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 is pending approval by the Wakulla County School Board.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Riversprings 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

RMS shares the District's Purpose, which is, "A rigorous and appropriate education that results in success for all students."

b. Provide the school's vision statement

RMS shares the District's Direction, which is, "COMMITTED TO SUCCESS for students, teachers, staff and our school system."

2. School Environment

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

Riversprings Middle School is especially proud of the family-like culture we have created amongst our students, faculty, and staff. We all work together to support our goal of a rigorous yet equitable education for all students. We use AVID strategies throughout as one way to accomplish this; every student has a binder, and uses Cornell notes and other AVID strategies, and there is a common language used throughout classes. AVID includes teaching organizational skills and building skills for college and career readiness so that students have life skills needed to be successful. Another way this culture is created is through the use of a Teacher Advisory Period (TAP) and AVID "adopted parents" to ensure that students have at least one faculty member that is an advocate for them. Our AVID binder can show you many examples of AVID strategies in action, but simply observing teacher and students will give you an indication of how close-knit our school is.

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

Riversprings Middle School has cameras school-wide. Students are aware of these cameras, and because the cameras have been utilized in discipline incidents in the past, students feel as though the cameras will increase safety on campus. We also have a resource officer on campus during school hours that walks the halls and communicates with the students on a regular basis. The resource officer also attends after school extracurricular activities to ensure student safety. Once a year, a cyber safety lesson is held for all students to educate students about the dangers and avenues for help if students ever feel they are a victim of a cyber crime. Teachers and staff members work hard to create rapport with students so that students feel respected. Discipline is disseminated on a consistent basis so that students do not feel that some students are favored over others. School-wide, teachers and staff work to foster positive, interdependent relationships and social responsibility (BPIE Indicator 23). Student organizations such as Student Council and SWAT are student-led and allow students to have input into some of the governance and events of the school year. Still other organizations like Fellowship of Christian Athletes are completely student-sponsored and controlled, and allow students to express their opinions and beliefs with like-minded individuals on our 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

Riversprings Middle School has established clear behavioral expectations with our students, faculty and staff. The assistant principal has clear expectations for when and how disciplinary incidents come to him, and he has instructed the faculty in these expectations during our professional learning community meetings.

RMS also offers rigorous classes for students, which helps to minimize down time and cuts down on disciplinary incidents. AVID strategies are incorporated in the classroom school wide to keep students engaged in the lesson. We use AVID strategies in all classes. This includes requiring students to be organized through the use of a binder, using Cornell notes in class to guide students in good note-taking, using Costa's levels of questioning to make sure teachers are asking higher-order questions, and using graphic organizers to ensure that students can sort and make sense of the material they are learning. Students at all levels have access to rigorous, advanced level courses and high school courses that will challenge them (BPIE Indicator 5, 19).

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

Students are given the opportunity to come to our Student Services office for counseling purposes if they feel the need. Riversprings Middle School has counselors come in from nearby Florida State University to assist with counseling needs. There are support groups available for students who may be dealing with a parent being incarcerated, a death or terminal illness and/or having severe medical difficulties. We also have volunteers who are able to serve as mentors to students who need the guidance of a mentor. Students have the opportunity to sign up for support for New Horizons, a counseling program made available to our school during all school hours. New Horizons is a substance abuse prevention program that also serves to assist students in learning to make good choices and promotes positive self-esteem. As mentioned before, each student on campus has an adult advocate in their TAP teacher, and AVID students also have their adoptive parent that they can seek out as well if they have a social or emotional need.

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

Riversprings Middle School follows the district-wide Response to Intervention (RTI) Plan and utilizes FOCUS and Performance Matters software to pinpoint students who fall into the lowest quartile or need other intensive intervention. RTI status is monitored quarterly to ensure students are receiving the correct interventions as they move through the RTI process (BPIE Indicator 20).

-Attendance below 90 percent
-One or more suspension
-Course failure in ELA or Math
-Level 1 score on statewide assessment for ELA or Math

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	45	41	35	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	8	7	13	0	0	0	0	28
Course failure in ELA or Math	0	0	0	0	0	0	3	16	10	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	33	26	36	0	0	0	0	95
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	16	23	0	0	0	0	56

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

Riversprings Middle school accommodates students with behavioral issues with the New Horizons program. This program allows students to express themselves in a variety of ways and prepares them for addressing difficult situations. RMS has In School Detention where students who misbehave are required to attend. ISD is in place for students to receive consequences for their actions in a school setting. RMS also provides Credit Recovery for students who have failed previous semesters. Students will be monitored through the Response to Intervention program and placed in accommodating intensive classes. (READ 180, Achieve 3000, intensive math and reading.) When students at RMS have attendance issues, notification is sent home via telephone and letter to inform parents of the inhibiting occurrences that absences bring students. Once students reach the level of truancy, the District Office is notified and possible action is taken to court.

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?
No

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

2. Description

Riversprings Middle School works towards developing positive relationships with parents and other family members to increase involvement at our school. RMS provides updated information on FOCUS so parents have their child's grades readily available. Teachers make parent/guardian contact via telephone or email regarding behavior and grades to keep them informed on their child's progress. We host several events each year, including Family Fun Day, AVID Induction, and various banquets and award ceremonies that parents are encouraged to attend.

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

The school establishes business partners with the local community by inviting them to be guest speakers as well as incorporating them as a part of Family Fun Day and other extracurricular activities. The Supervisor of Elections for Wakulla County helps students vote for Student Council Officers. Many local businesses support RMS through donations of funds and prizes for student achievement.

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
Yeomans, Michele	Principal
Smith, Shannon	Assistant Principal
Thaxton, Jennifer	Instructional Media
Sandgren, Joshua	Administrative Support
Smith, Marian	Teacher, K-12
Sharin, Krista	Administrative Support

b. Duties

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

Principal Michele Yeomans and Assistant Principal Shannon Smith both encourage school-wide literacy on a daily basis. Several times a day, Mrs. Yeomans and Mr. Smith have students in their offices reading to increase their word count or help them discover authors or a book series that is of interest to the students. They each have a personal library from which they loan out books to students. Each administrator checks on the grades and word counts of students on a weekly basis. Each administrator walks the hallways of the school frequently, stopping in classrooms as well as the media center to stop and interact with students and teachers. As a former math teacher, Mr. Smith also spends time tutoring students in math as needed.

Mrs. Smith works with the Cheerleading team in addition to being a classroom reading and language arts teacher. She works with students who read below grade level. She is also the team leader for eighth grade and she manages team meetings and collaborates with team teachers at eighth grade level.

Mrs. Thaxton provides teachers with reading strategies and reading enhancement opportunities to help with student comprehension. As both a librarian and teacher, she encourages reading across grade levels and curriculum areas and helps students find appropriate books that are both challenging and enjoyable. She collaborates with teachers on a daily basis to help with reading lesson planning.

Mr. Sandgren and Mrs. Sharin interact with students through the Student Services office. They are responsible for collaborating with teachers concerning test scores and standardized and district testing, and they work with credit recovery students.

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 School Leadership Team meets at the end of the school year and the summer to design the master school schedule. The master schedule is designed to meet the needs of all students, offering the maximum number of high school credit classes available while at the same time making sure to offer remediation to all students that are in need of it. Certification and expertise are closely examined in order to match personnel with all classes needed for the school year (BPIE Indicator 17). Throughout the school year, the SLT collaborates with teachers to find the best resources for each student's individual educational needs. School staff are assigned to keep an inventory of resources, and data collection is used to determine the effectiveness of resources used throughout the year (BPIE Indicator 14).

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lynne Smith	Teacher
Adrienne (Austin) Byrd	Teacher
Trey Thaxton	Teacher
Beth Piotrowski	Parent
Shaelyn Estes	Parent
Travis Cronan	Business/Community

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

The SAC committee is asked for input in developing the current year's SIP at the first meeting. The prior year's plan is reviewed based on input from the committee, standardized test results and areas the committee feel need improvement. They meet four times a year to ensure the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

b. Development of this school improvement plan

This plan was created with member input. The SAC members reviewed and edited the plan for feasibility and completeness. SAC meets four times a year to ensure that the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

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

The School Advisory Council (SAC) will discuss and vote on a priority list of school-wide initiatives that promote the well-being of the school. SAC members will prioritize needs and vote on how to use monies allocated to the SAC.

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

The majority of funds allocated to the SAC will be used to improve and/or upgrade technology through the classrooms.

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
Yeomans, Michele	Principal
Butler, Amanda	Teacher, K-12
McCormick, Charlotte	Teacher, K-12
Smith, Marian	Teacher, K-12
Taylor, William	Teacher, K-12
Yarborough, Jessica	Teacher, K-12
Thaxton, Jennifer	Instructional Media
Smith, Marian	Teacher, K-12
Davis, Deana	Instructional Coach

b. Duties

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

The LLT members participate in the FAIR Administration, which is facilitated by all reading teachers throughout the school. LLT members also closely monitor students in the lower quartile in reading to make sure they are making progress in reading comprehension.

Mrs. Thaxton and other reading teachers keep a close eye on Accelerated Reader tests being taken and encourage students to take many tests throughout the year. In reading, students are held accountable for making a minimum word count periodically throughout the grading period. RMS students are also encouraged to read any 15 of the RMS Reads books in the course of a year. Those students are then rewarded with an end of the year trip. AVID strategies are used school-wide to increase student reading comprehension and organizational skills.

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

Weekly Professional Learning Community (PLC) meetings are in place to encourage teachers to collaborate within grade levels as well as across curriculum areas. Within grade levels, teachers have chosen specific days to meet during lunch to plan lessons that correlate with future modules or curriculum. Team building activities throughout the year for faculty and staff members promote a teamwork culture. Administrators have worked to create an atmosphere where the focus is on the strategies not the individual teacher, and so teachers do not feel the need to compete with one another but rather work together for the benefit of the students.

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

Principal Michele Yeomans is responsible for all recruiting and retention. Her recruiting strategies include seeking potential applicants who possess advanced degrees and who also possess subject area experience. To retain highly qualified teachers Mrs. Yeomans works diligently to create and maintain a positive work environment through constant communication and feedback. Her philosophy also includes being visible throughout the school, and in classrooms, in order to give the most effective and efficient feedback possible. Ms. Yeomans is also an advocate for and allows time for personal and professional growth by ensuring all in-service courses are accessible for all teachers to be able to attend.

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

When applicable, we have an on-going mentoring program for all new teachers, regardless of whether it's their first year teaching, or it's their first year in our school. The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. We follow the New Teacher Mentor Induction process developed and implemented through the district.

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

The District adopts programs from a state adopted instructional materials list that are aligned with the Florida Standards. Committees of subject area teachers meet to review materials to ensure that they align with the Florida Standards. School employees are provided with and are required to follow the District-created curriculum guide. General and special education teachers us the Florida Standards as the foundation for instruction of all students and SWDs, including those with a significant disability (BPIE Indicator 19).

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

Through Performance Matters, the school is able to gather and analyze student assessment data to incorporate differentiated instruction. With the information gathered from Performance Matters

students are enrolled in the necessary classes to assist them with attaining or maintaining proficiency or higher on the Florida Standards Assessment. Changes or movement within classes is based on progress monitoring.

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: After School Program

Minutes added to school year: 2,100

After-school additional instruction provided in all core subjects, as well as for advanced placement students eligible to take EOC exams.

Strategy Rationale

Provide additional instruction and assistance on core subjects.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Yeomans, Michele, sabrina.baggett@wcsb.us

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

Florida Standards Assessment and EOC results

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

RMS allows opportunities for the guidance counselors from Wakulla High School to provide an orientation and parent night for current eighth grade students that will provide information and/or advice about transitioning to the high school. Eighth grade students receive a curriculum guide from WHS, a tour of some elective classes available at WHS, and an explanation of what courses they need for graduation. Students have the opportunity to ask the eighth grade and TAP teachers for assistance in filling out their course request forms.

RMS provides a parent night for those parents whose children will attend middle school the following year. Upcoming sixth grade orientation allows fifth graders to visit our school and receive academic and other necessary information for making the transitional period easier for the students. Sixth grade teachers and Student Services meet with fifth grade teachers at each elementary school to find out information about each incoming class of fifth grade students.

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

Students in eighth grade are asked to take an interest survey during the last grading period of their language arts class. This survey is designed to help students identify possible careers that might interest them. Also, as part of the Unified Arts (UA) rotation for sixth grade students, as well as one of the elective opportunities for seventh and eighth grade students, RMS offers Personal, Career and School Developmental Skills 1, 2, and 3. This class, in part, assists students with researching and identifying possible career choices.

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

In addition to Personal, Career and School Developmental Skills 1, 2, and 3, RMS offers Digital Information Technology. In Digital Information Technology, students can earn Industry Certification in Microsoft Office programs.

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

The career interest survey given to eighth grade students has been integrated into eighth grade language arts classes. This allows eighth grade teachers to complete a unit of study on various career-related writing assignments, such as cover letters and resumes, interview questions and protocol, and application essay questions.

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

Not applicable to the middle 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 communication with parents as evidenced by a higher positive rating on the district parent survey.

G2.   Increase the percentage of students scoring proficient on the FSA Math.

G3.   Increase the percentage of students scoring proficient on the FSA ELA

G4.   Increase student perception of safety and respect as evidenced by a positive rating on #26, "In my school, students feel safe." and #31, "In my school, students respect the property of others." as well as a decrease in the number of students who are absent 10 or more days.

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 communication with parents as evidenced by a higher positive rating on the district parent survey. 1a

🔍 G092723

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	15.0

Targeted Barriers to Achieving the Goal 3

- Information is not getting home to students through traditional methods (papers handed to students to carry home.)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Email is being utilized with greater frequency. Email addresses in FOCUS have been updated from the Student Data Sheet.

- In addition to our annual Open House, we held two Parent Education nights this year a few weeks after school started to inform parents of major programs associated with our school such as AVID, FOCUS, online textbooks, and our website.

Plan to Monitor Progress Toward G1. 8

The number of emails that are undeliverable will be counted each time a message is sent to all parents.

Person Responsible
Jennifer Thaxton

Schedule
Quarterly, from 8/3/2017 to 5/23/2018

Evidence of Completion
FOCUS reports of undelivered mail.

Plan to Monitor Progress Toward G1. 8

Teachers will send out Remind messages throughout the year.

Person Responsible
Jennifer Thaxton

Schedule
Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion
printed copies of Remind messages from teachers each nine weeks

G2. Increase the percentage of students scoring proficient on the FSA Math. `1a`

🔑 G092724

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	42.0
FSA Mathematics Achievement	64.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need to find resources specifically tailored to meet the needs of the students in the lower quartile.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Khan academy, textbook ancillary materials, Accelerated Math

Plan to Monitor Progress Toward G2. `8`

Observations and Week-at-a Glance for teachers using AVID strategies and resources aligned to their students' areas of need based on watch list results.

Person Responsible

Michele Yeomans

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Observation form, evaluation form, WAAG form

Plan to Monitor Progress Toward G2. `8`

Teachers will use computerized adaptive math programs for math instruction for students in the lower quartile.

Person Responsible

Joshua Sandgren

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reports from Khan Academy and Accelerated Math

G3. Increase the percentage of students scoring proficient on the FSA ELA 1a

🔑 G092725

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0
FSA ELA Achievement	61.0

Targeted Barriers to Achieving the Goal 3

- Students lack reading skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve 3000 READ180 Kagan strategies HRW- Online assessments School Wide Cornell Notes

Plan to Monitor Progress Toward G3. 8

Cornell Notes and other AVID strategies used will increase reading comprehension by providing students opportunities to engage in WICOR and other various study skills.

Person Responsible

Kelly Dykes

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Students' work samples from teacher's AVID folders.

G4. Increase student perception of safety and respect as evidenced by a positive rating on #26, "In my school, students feel safe." and #31, "In my school, students respect the property of others." as well as a decrease in the number of students who are absent 10 or more days. 1a

🔑 G092726

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	50.0
Attendance Below 90%	5.0

Targeted Barriers to Achieving the Goal 3

- Students do not feel that the school considers students' opinions when planning ways to improve the school.

- When students do not feel safe and respected, they miss school more often.

Resources Available to Help Reduce or Eliminate the Barriers 2

- TAP teachers

- FOCUS attendance reports

- Rewards for attending school.

Plan to Monitor Progress Toward G4. 8

TAP teachers will provide a known advocate for every student on campus.

Person Responsible
Michele Yeomans

Schedule
Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion
The majority of students will agree or strongly agree with #26 and #31 on the school climate survey.

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 communication with parents as evidenced by a higher positive rating on the district parent survey. 1

🔑 G092723

G1.B1 Information is not getting home to students through traditional methods (papers handed to students to carry home.) 2

🔑 B248667

G1.B1.S1 Increase number of correct, working parent emails in FOCUS. 4

🔑 S262052

Strategy Rationale

Sending information through email instead of by paper ensures parents receive the information.

Action Step 1 5

Data entry personnel will enter all emails into FOCUS

Person Responsible

Denise Smith

Schedule

Daily, from 8/10/2017 to 10/13/2017

Evidence of Completion

Successful completion of the plan will result in a reduced number of undeliverable emails.

Action Step 2 5

The RMS website will be updated weekly to reflect current news and events.

Person Responsible

Jennifer Thaxton

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Copies of website pages throughout the year as it is updated.

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

After the first semester, compare the number of undeliverable emails to the number at the beginning of the year.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Determine and increase or decrease in the percentages of working emails in FOCUS based on the data collected.

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

Continue to examine the number of undeliverable emails to ensure the number is decreasing.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Data collected from FOCUS and email.

G1.B1.S2 Increase the number of teachers using the Remind app to communicate with parents. 4

🔑 S262053

Strategy Rationale

The Remind app allows short messages to be sent directly to parents at the convenience of the parents.

Action Step 1 5

Teachers will be encouraged to use the Remind app.

Person Responsible

Michele Yeomans

Schedule

On 5/23/2018

Evidence of Completion

Printed copies of Remind messages each nine weeks.

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

Count the number of teachers using the Remind app this year.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/3/2017 to 5/23/2018

Evidence of Completion

printed copies of Remind messages from teachers each nine weeks

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

Count the number of teachers using the Remind app this year.

Person Responsible

Jennifer Thaxton

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

printed copies of Remind messages from teachers each nine weeks

G1.B1.S3 Host Parent Nights `4`

🔑 S262054

Strategy Rationale

Hosting Parent Nights after the start of school will allow RMS to open and maintain lines of communication with parents.

Action Step 1 `5`

Host various Parent Nights

Person Responsible

Michele Yeomans

Schedule

On 8/25/2017

Evidence of Completion

Agenda/ schedule for each parent night

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

Host various Parent Nights throughout the year.

Person Responsible

Michele Yeomans

Schedule

Semiannually, from 8/21/2017 to 5/23/2018

Evidence of Completion

agenda/ schedule for each Parent Night.

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

At Parent Night, teachers will count the number of parents attending.

Person Responsible

Jennifer Thaxton

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Count.

G1.B1.S4 Send positive postcards to parents. 4

S264259

Strategy Rationale

Increase communication to parents in a positive way by praising their student in writing.

Action Step 1 5

Positive postcards will be purchased and distributed to teachers

Person Responsible

Michele Yeomans

Schedule

Monthly, from 9/18/2017 to 5/23/2018

Evidence of Completion

Teachers will self-report that they have postcards.

Action Step 2 5

Teachers will send home one postcard per class per month.

Person Responsible

Michele Yeomans

Schedule

Monthly, from 9/18/2017 to 5/23/2018

Evidence of Completion

Teachers will report sending home postcards in the communication section of the student's information on FOCUS.

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

Communication logs will be checked periodically to see that the postcards are logged in the Communication section.

Person Responsible

Michele Yeomans

Schedule

Monthly, from 9/18/2017 to 5/23/2018

Evidence of Completion

Entries in Communication section.

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

Communication logs will be checked periodically to see that the postcards are logged in the Communication section.

Person Responsible

Michele Yeomans

Schedule

Monthly, from 9/18/2017 to 5/23/2018

Evidence of Completion

Entries in Communication section.

G2. Increase the percentage of students scoring proficient on the FSA Math. [1]

🔑 G092724

G2.B1 Teachers need to find resources specifically tailored to meet the needs of the students in the lower quartile. [2]

🔑 B248668

G2.B1.S1 Teachers will identify the specific students in the lower quartile assigned to them. [4]

🔑 S262055

Strategy Rationale

Teachers can view FSA scores and STAR math scores to identify weak areas to match with students with resources.

Action Step 1 [5]

Teachers will identify the specific students in the lower quartile assigned to them during a Professional Development Day.

Person Responsible

Joshua Sandgren

Schedule

On 9/13/2017

Evidence of Completion

Teachers will turn in their list to Mr. Sandgren.

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

After identifying students in the lower quartile, teachers will identify specific areas of weakness.

Person Responsible

Joshua Sandgren

Schedule

On 9/13/2017

Evidence of Completion

Papers turned in to Josh Sandgren.

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

Observations of teachers using AVID strategies and resources aligned to their students' areas of need.

Person Responsible

Michele Yeomans

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Anecdotal notes taken from an Administrator during their observation and samples of students' work that show alignment to specific areas of weakness.

G2.B1.S2 Teachers instructing math students who scored a level 1 or level 2 will use Khan Academy or a similar adaptive program as a part of their instruction. `4`

🔍 S262056

Strategy Rationale

The adaptive nature of programs such as Khan academy and Accelerated Math meets students at their current level and allows for instant feedback and tracking.

Action Step 1 `5`

Teachers will use computerized adaptive math programs periodically

Person Responsible

Joshua Sandgren

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Copies of reports from Khan Academy and Accelerated Math

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

Teachers will use computerized adaptive math programs for math instruction for students in the lower quartile.

Person Responsible

Joshua Sandgren

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reports from Khan Academy and Accelerated Math

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

Teachers will use computerized adaptive math programs for math instruction for students in the lower quartile.

Person Responsible

Joshua Sandgren

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reports from Khan Academy and Accelerated Math

G3. Increase the percentage of students scoring proficient on the FSA ELA 1

🔑 G092725

G3.B1 Students lack reading skills. 2

🔑 B248669

G3.B1.S1 Incorporate Cornell Notes school-wide. Cornell Notes is one WICOR strategy and is part of the AVID program used by RMS. 4

🔑 S262057

Strategy Rationale

The use of Cornell Notes allows students to learn how to study correctly.

Action Step 1 5

Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase the rigor in the classroom. 100% of faculty should be trained on implementing WICOR in the classroom with fidelity through strategies used from AVID Summer Institute. Cornell Notes is one WICOR stragtegy.

Person Responsible

Kelly Dykes

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Collected student samples from teacher's AVID folders.

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

Week at a Glance sheets completed outside of teachers' doors to display the Cornell Notes, as well as other AVID strategies, being used within classes to assist with reading comprehension.

Person Responsible

Michele Yeomans

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Week at a Glance sheets are collected and turned into Mrs. Yeomans for documentation.

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

Cornell Notes and other AVID strategies are collected and evaluated for accuracy each month by every teacher through their AVID folders.

Person Responsible

Kelly Dykes

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student work samples of Cornell Notes as well as other AVID strategies used by teachers across the school.

G3.B1.S2 Using Teengagement in ELA classes. `4`

🔑 S262058

Strategy Rationale

Teengagement provides rigorous nonfiction reading assignments as well as writing assignments to prepare students for the material on the ELA assessment.

Action Step 1 `5`

ELA teachers will be trained in using Teengagement materials and Teengagement materials will be used in ELA classrooms once each nine weeks.

Person Responsible

Deana Davis

Schedule

Quarterly, from 9/20/2017 to 5/23/2018

Evidence of Completion

The materials will be provided to the teachers by the district for use in their classrooms. Evidence will also be evident in gradebook grades from the Teengagement materials.

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

Teengagement materials will be used in ELA classrooms once each nine weeks.

Person Responsible

Deana Davis

Schedule

Quarterly, from 9/18/2017 to 5/23/2018

Evidence of Completion

The materials will be provided to the teachers by the district for use in their classrooms. Evidence will be evident in gradebook grades from the Teengagement materials.

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

Student Teengagement work will be collected and similar assignments will be incorporated to test the increased knowledge of the material.

Person Responsible

Deana Davis

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

The data collected from the non-Teegagement content will provide a basis of students' understanding and skill set and provide a before and after comparison of the students' abilities.

G3.B1.S3 Achieve 3000 and READ180 will be used to provide scaffolded instruction to target reading students in the lower quartile. 4

🔑 S268975

Strategy Rationale

Achieve 3000 and READ180 are research-based programs designed to improve the reading of students who are below grade level.

Action Step 1 5

Lower quartile students will receive instruction in reading using Achieve 3000 or READ 180.

Person Responsible

Michele Yeomans

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reports from Achieve 3000 and READ 180.

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

Students in the lower quartile will receive instruction in reading using Achieve 3000 or READ 180.

Person Responsible

Michele Yeomans

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reports from Achieve 3000 and READ 180.

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

Students in Achieve 3000 and READ 180 will increase their lexile level.

Person Responsible

Deana Davis

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reports from Achieve 3000 and READ 180.

G3.B1.S4 Incorporate Kagan strategies school-wide. `4`

🔑 S269176

Strategy Rationale

Kagan strategies result in increased learning.

Action Step 1 `5`

Kagan strategies will be used school-wide.

Person Responsible

Michele Yeomans

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Kagan strategies are listed on WAAG sheets.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Kagan strategies will be used school-wide.

Person Responsible

Michele Yeomans

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

included in lesson plans/ WAAG

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Kagan strategies will be used school-wide.

Person Responsible

Michele Yeomans

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

lesson plans/ WAAG

G4. Increase student perception of safety and respect as evidenced by a positive rating on #26, "In my school, students feel safe." and #31, "In my school, students respect the property of others." as well as a decrease in the number of students who are absent 10 or more days. 1

🔑 G092726

G4.B1 Students do not feel that the school considers students' opinions when planning ways to improve the school. 2

🔑 B248670

G4.B1.S1 TAP teachers will provide a known advocate for every student on campus. 4

🔑 S262059

Strategy Rationale

Students will be able to voice concerns to the TAP teacher, and will feel as though their concerns and ideas are being heard.

Action Step 1 5

TAP teachers will provide a known advocate for every student on campus.

Person Responsible

Michele Yeomans

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Daily attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

TAP teachers will provide a known advocate for every student on campus.

Person Responsible

Michele Yeomans

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

The majority of students will agreed or strongly agree with question #26 and #31 on the school climate survey.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Teachers will share ideas for TAP at PLC meetings.

Person Responsible

Michele Yeomans

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

The majority of students will agree or strongly agree on #26 and #31 on the school climate survey,

G4.B2 When students do not feel safe and respected, they miss school more often. 2

🔑 B254651

G4.B2.S1 Students will be rewarded each nine weeks for perfect attendance. 4

🔑 S268970

Strategy Rationale

Students will attend school more to receive the rewards.

Action Step 1 5

Student attendance for each nine weeks will be calculated using FOCUS.

Person Responsible

Joshua Sandgren

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

FOCUS reports

Action Step 2 5

Students' names will be entered into a drawing each nine weeks; students will receive one entry for each week of perfect attendance.

Person Responsible

Joshua Sandgren

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Ticket entries with student names.

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.B1.S3.A1 🔑 A345777	Host various Parent Nights	Yeomans, Michele	8/21/2017	Agenda/ schedule for each parent night	8/25/2017 one-time
G2.B1.S1.MA1 🔑 M367270	After identifying students in the lower quartile, teachers will identify specific areas of weakness.	Sandgren, Joshua	9/13/2017	Papers turned in to Josh Sandgren.	9/13/2017 one-time
G2.B1.S1.A1 🔑 A345778	Teachers will identify the specific students in the lower quartile assigned to them during a...	Sandgren, Joshua	9/13/2017	Teachers will turn in their list to Mr. Sandgren.	9/13/2017 one-time
G1.B1.S1.A1 🔑 A345774	Data entry personnel will enter all emails into FOCUS	Smith, Denise	8/10/2017	Successful completion of the plan will result in a reduced number of undeliverable emails.	10/13/2017 daily
G1.B1.S2.MA1 🔑 M367263	Count the number of teachers using the Remind app this year.	Thaxton, Jennifer	8/10/2017	printed copies of Remind messages from teachers each nine weeks	5/23/2018 quarterly
G4.MA1 🔑 M367284	TAP teachers will provide a known advocate for every student on campus.	Yeomans, Michele	8/10/2017	The majority of students will agree or strongly agree with #26 and #31 on the school climate survey.	5/23/2018 semiannually
G1.B1.S1.MA1 🔑 M367261	Continue to examine the number of undeliverable emails to ensure the number is decreasing.	Thaxton, Jennifer	8/3/2017	Data collected from FOCUS and email.	5/23/2018 quarterly
G1.B1.S1.MA1 🔑 M367262	After the first semester, compare the number of undeliverable emails to the number at the beginning...	Thaxton, Jennifer	8/3/2017	Determine and increase or decrease in the percentages of working emails in FOCUS based on the data collected.	5/23/2018 quarterly
G1.MA1 🔑 M367267	The number of emails that are undeliverable will be counted each time a message is sent to all...	Thaxton, Jennifer	8/3/2017	FOCUS reports of undelivered mail.	5/23/2018 quarterly
G1.B1.S1.A2 🔑 A345775	The RMS website will be updated weekly to reflect current news and events.	Thaxton, Jennifer	8/10/2017	Copies of website pages throughout the year as it is updated.	5/23/2018 weekly
G2.B1.S1.MA1 🔑 M367269	Observations of teachers using AVID strategies and resources aligned to their students' areas of...	Yeomans, Michele	8/10/2017	Anecdotal notes taken from an Administrator during their observation and samples of students' work that show alignment to specific areas of weakness.	5/23/2018 quarterly
G2.MA2 🔑 M367274	Teachers will use computerized adaptive math programs for math instruction for students in the...	Sandgren, Joshua	8/10/2017	Reports from Khan Academy and Accelerated Math	5/23/2018 quarterly
G2.MA1 🔑 M367273	Observations and Week-at-a Glance for teachers using AVID strategies and resources aligned to their...	Yeomans, Michele	8/10/2017	Observation form, evaluation form, WAAG form	5/23/2018 quarterly
G3.B1.S1.MA1 🔑 M367275	Cornell Notes and other AVID strategies are collected and evaluated for accuracy each month by...	Dykes, Kelly	8/10/2017	Student work samples of Cornell Notes as well as other AVID strategies used by teachers across the school.	5/23/2018 monthly
G3.B1.S1.MA1 🔑 M367276	Week at a Glance sheets completed outside of teachers' doors to display the Cornell Notes, as well...	Yeomans, Michele	8/10/2017	Week at a Glance sheets are collected and turned into Mrs. Yeomans for documentation.	5/23/2018 weekly
G3.B1.S1.A1 🔑 A345780	Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase...	Dykes, Kelly	8/10/2017	Collected student samples from teacher's AVID folders.	5/23/2018 daily
G4.B1.S1.MA1 🔑 M367280	Teachers will share ideas for TAP at PLC meetings.	Yeomans, Michele	8/10/2017	The majority of students will agree or strongly agree on #26 and #31 on the school climate survey,	5/23/2018 monthly
G4.B1.S1.MA1 🔑 M367281	TAP teachers will provide a known advocate for every student on campus.	Yeomans, Michele	8/10/2017	The majority of students will agreed or strongly agree with question #26 and #31 on the school climate survey.	5/23/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1 A345782	TAP teachers will provide a known advocate for every student on campus.	Yeomans, Michele	8/10/2017	Daily attendance	5/23/2018 daily
G4.B2.S1.A1 A358840	Student attendance for each nine weeks will be calculated using FOCUS.	Sandgren, Joshua	8/10/2017	FOCUS reports	5/23/2018 quarterly
G4.B2.S1.A2 A358841	Students' names will be entered into a drawing each nine weeks; students will receive one entry for...	Sandgren, Joshua	8/10/2017	Ticket entries with student names.	5/23/2018 quarterly
G3.MA1 M367279	Cornell Notes and other AVID strategies used will increase reading comprehension by providing...	Dykes, Kelly	8/10/2017	Students' work samples from teacher's AVID folders.	5/23/2018 monthly
G1.B1.S2.MA1 M367264	Count the number of teachers using the Remind app this year.	Thaxton, Jennifer	8/3/2017	printed copies of Remind messages from teachers each nine weeks	5/23/2018 quarterly
G1.B1.S2.A1 A349797	Teachers will be encouraged to use the Remind app.	Yeomans, Michele	8/2/2017	Printed copies of Remind messages each nine weeks.	5/23/2018 one-time
G2.B1.S2.MA1 M367271	Teachers will use computerized adaptive math programs for math instruction for students in the...	Sandgren, Joshua	8/10/2017	Reports from Khan Academy and Accelerated Math	5/23/2018 monthly
G2.B1.S2.MA1 M367272	Teachers will use computerized adaptive math programs for math instruction for students in the...	Sandgren, Joshua	8/10/2017	Reports from Khan Academy and Accelerated Math	5/23/2018 monthly
G2.B1.S2.A1 A345779	Teachers will use computerized adaptive math programs periodically	Sandgren, Joshua	8/10/2017	Copies of reports from Khan Academy and Accelerated Math	5/23/2018 biweekly
G3.B1.S2.MA1 M367277	Student Teengagement work will be collected and similar assignments will be incorporated to test...	Davis, Deana	8/10/2017	The data collected from the non-Teegagement content will provide a basis of students' understanding and skill set and provide a before and after comparison of the students' abilities.	5/23/2018 quarterly
G3.B1.S2.MA1 M367278	Teengagement materials will be used in ELA classrooms once each nine weeks.	Davis, Deana	9/18/2017	The materials will be provided to the teachers by the district for use in their classrooms. Evidence will be evident in gradebook grades from the Teengagement materials.	5/23/2018 quarterly
G3.B1.S2.A1 A345781	ELA teachers will be trained in using Teengagement materials and Teengagement materials will be...	Davis, Deana	9/20/2017	The materials will be provided to the teachers by the district for use in their classrooms. Evidence will also be evident in gradebook grades from the Teengagement materials.	5/23/2018 quarterly
G1.B1.S3.MA1 M367265	At Parent Night, teachers will count the number of parents attending.	Thaxton, Jennifer	8/10/2017	Count.	5/23/2018 daily
G1.B1.S3.MA1 M367266	Host various Parent Nights throughout the year.	Yeomans, Michele	8/21/2017	agenda/ schedule for each Parent Night.	5/23/2018 semiannually
G1.MA2 M367268	Teachers will send out Remind messages throughout the year.	Thaxton, Jennifer	8/10/2017	printed copies of Remind messages from teachers each nine weeks	5/23/2018 quarterly
G3.B1.S3.MA1 M383421	Students in Achieve 3000 and READ 180 will increase their lexile level.	Davis, Deana	8/10/2017	Reports from Achieve 3000 and READ 180.	5/23/2018 quarterly
G3.B1.S3.MA1 M383420	Students in the lower quartile will receive instruction in reading using Achieve 3000 or READ 180.	Yeomans, Michele	8/10/2017	Reports from Achieve 3000 and READ 180.	5/23/2018 daily
G3.B1.S3.A1 A358851	Lower quartile students will receive instruction in reading using Achieve 3000 or READ 180.	Yeomans, Michele	8/10/2017	Reports from Achieve 3000 and READ 180.	5/23/2018 daily
G1.B1.S4.MA1 M372261	Communication logs will be checked periodically to see that the postcards are logged in the...	Yeomans, Michele	9/18/2017	Entries in Communication section.	5/23/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1 🔑 M372260	Communication logs will be checked periodically to see that the postcards are logged in the...	Yeomans, Michele	9/18/2017	Entries in Communication section.	5/23/2018 monthly
G1.B1.S4.A1 🔑 A349827	Positive postcards will be purchased and distributed to teachers	Yeomans, Michele	9/18/2017	Teachers will self-report that they have postcards.	5/23/2018 monthly
G1.B1.S4.A2 🔑 A349828	Teachers will send home one postcard per class per month.	Yeomans, Michele	9/18/2017	Teachers will report sending home postcards in the communication section of the student's information on FOCUS.	5/23/2018 monthly
G3.B1.S4.MA1 🔑 M383857	Kagan strategies will be used school-wide.	Yeomans, Michele	8/10/2017	lesson plans/ WAAG	5/23/2018 quarterly
G3.B1.S4.MA1 🔑 M383856	Kagan strategies will be used school-wide.	Yeomans, Michele	8/10/2017	included in lesson plans/ WAAG	5/23/2018 quarterly
G3.B1.S4.A1 🔑 A359213	Kagan strategies will be used school-wide.	Yeomans, Michele	8/10/2017	Kagan strategies are listed on WAAG sheets.	5/23/2018 quarterly

V. Professional Development Opportunities

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

G2. Increase the percentage of students scoring proficient on the FSA Math.

G2.B1 Teachers need to find resources specifically tailored to meet the needs of the students in the lower quartile.

G2.B1.S1 Teachers will identify the specific students in the lower quartile assigned to them.

PD Opportunity 1

Teachers will identify the specific students in the lower quartile assigned to them during a Professional Development Day.

Facilitator

Josh Sandgren, Krista Sharin

Participants

all faculty members

Schedule

On 9/13/2017

G3. Increase the percentage of students scoring proficient on the FSA ELA

G3.B1 Students lack reading skills.

G3.B1.S1 Incorporate Cornell Notes school-wide. Cornell Notes is one WICOR strategy and is part of the AVID program used by RMS.

PD Opportunity 1

Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase the rigor in the classroom. 100% of faculty should be trained on implementing WICOR in the classroom with fidelity through strategies used from AVID Summer Institute. Cornell Notes is one WICOR stragtegy.

Facilitator

AVID Summer Institute. (Orlando, Florida)

Participants

Michele Yeomans, Shannon Smith, Kelly Dykes, Leslie Jamison, Luke McManus

Schedule

Daily, from 8/10/2017 to 5/23/2018

G3.B1.S2 Using Teengagement in ELA classes.

PD Opportunity 1

ELA teachers will be trained in using Teengagement materials and Teengagement materials will be used in ELA classrooms once each nine weeks.

Facilitator

Teengagement company; Malory Harrison and Jennifer Thaxton

Participants

All ELA teachers.

Schedule

Quarterly, from 9/20/2017 to 5/23/2018

G3.B1.S3 Achieve 3000 and READ180 will be used to provide scaffolded instruction to target reading students in the lower quartile.

PD Opportunity 1

Lower quartile students will receive instruction in reading using Achieve 3000 or READ 180.

Facilitator

various

Participants

all Achieve 3000 and READ 180 teachers

Schedule

Daily, from 8/10/2017 to 5/23/2018

G3.B1.S4 Incorporate Kagan strategies school-wide.

PD Opportunity 1

Kagan strategies will be used school-wide.

Facilitator

L. Jamison

Participants

all faculty members

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

VI. Technical Assistance Items

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

G1. Increase communication with parents as evidenced by a higher positive rating on the district parent survey.

G1.B1 Information is not getting home to students through traditional methods (papers handed to students to carry home.)

G1.B1.S1 Increase number of correct, working parent emails in FOCUS.

TA Opportunity 1

The RMS website will be updated weekly to reflect current news and events.

Facilitator

Jennifer Thaxton

Participants

Faculty, staff, families, community at large

Schedule

Weekly, from 8/10/2017 to 5/23/2018

G1.B1.S2 Increase the number of teachers using the Remind app to communicate with parents.

TA Opportunity 1

Teachers will be encouraged to use the Remind app.

Facilitator

Kelly Dykes, Trey Thaxton

Participants

as needed, assistance to teachers in creating and operating Remind

Schedule

On 5/23/2018

VII. Budget

1	G1.B1.S1.A1	Data entry personnel will enter all emails into FOCUS	$0.00
2	G1.B1.S1.A2	The RMS website will be updated weekly to reflect current news and events.	$0.00
3	G1.B1.S2.A1	Teachers will be encouraged to use the Remind app.	$0.00
4	G1.B1.S3.A1	Host various Parent Nights	$1,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0012 - Riversprings Middle School	School Improvement Funds		$1,000.00
5	**G1.B1.S4.A1**	**Positive postcards will be purchased and distributed to teachers**				**$400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0012 - Riversprings Middle School	School Improvement Funds		$400.00
6	**G1.B1.S4.A2**	**Teachers will send home one postcard per class per month.**				**$79.20**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0012 - Riversprings Middle School	School Improvement Funds		$79.20
7	G2.B1.S1.A1	**Teachers will identify the specific students in the lower quartile assigned to them during a Professional Development Day.**				**$0.00**
8	G2.B1.S2.A1	**Teachers will use computerized adaptive math programs periodically**				**$0.00**
9	G3.B1.S1.A1	**Teachers will be trained in using WICOR strategies and will use WICOR strategies daily to increase the rigor in the classroom. 100% of faculty should be trained on implementing WICOR in the classroom with fidelity through strategies used from AVID Summer Institute. Cornell Notes is one WICOR stragtegy.**				**$0.00**
10	G3.B1.S2.A1	**ELA teachers will be trained in using Teengagement materials and Teengagement materials will be used in ELA classrooms once each nine weeks.**				**$0.00**
11	G3.B1.S3.A1	**Lower quartile students will receive instruction in reading using Achieve 3000 or READ 180.**				**$0.00**
12	G3.B1.S4.A1	**Kagan strategies will be used school-wide.**				**$0.00**
13	G4.B1.S1.A1	**TAP teachers will provide a known advocate for every student on campus.**				**$0.00**
14	G4.B2.S1.A1	**Student attendance for each nine weeks will be calculated using FOCUS.**				**$0.00**
15	G4.B2.S1.A2	**Students' names will be entered into a drawing each nine weeks; students will receive one entry for each week of perfect attendance.**				**$0.00**
					Total:	**$1,479.20**