

# RUSSELL COUNTY MIDDLE SCHOOL

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

### SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2011-2012

The Russell County Middle School Based Council and School Planning Committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Thomas Reed \_\_\_\_\_ December 9, 2011  
Chairperson, School Council Date

Thomas Reed \_\_\_\_\_ December 9, 2011  
Chairperson, School Planning Committee Date

#### Plan Approved by the School Council:

Date of SBDM Meeting  
**December 9, 2011**

#### School Council Members:

<b>Greg Coe</b>	<b>Teacher</b>
<b>Jennifer Hardwick</b>	<b>Teacher</b>
<b>Michelle Roy</b>	<b>Teacher</b>
<b>Victoria Aaron</b>	<b>Parent</b>
<b>Eric Hadley</b>	<b>Parent</b>

**Note:** Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2011-2012 are in the Comprehensive School Improvement Planning Framework and can be downloaded from the KDE Web Page at:  
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

## **2011-2012 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN Russell County Middle School**

### **Mission Statement**

The mission of Russell County Middle School is to provide the opportunity for all students to reach high levels of academic performance by creating an educational and personal atmosphere conducive to the development of mental, physical, emotional and social components of their life skills emphasizing personal responsibility for their actions. The mission statement was reviewed through discussion at a faculty meeting on December 7, 2011.

### **Executive Summary**

**The Russell County Middle School formed a Leadership/School Improvement Committee to guide in the development, planning and implementation of school and student improvement strategies. The committee meets monthly and members include content & specialty teacher department chairs, content network leadership members, administration, media specialist, ESS Building Coordinator, curriculum coordinator, SBDM representation, and RCEA representation. The committee meets monthly (more or less, as needed). They gather input and provide two way communication with representation of ALL stakeholders (i.e. students, classified staff, certified staff, parents, community, PTO, RCEA, SBDM). Sign-ins and agendas are evidence of meetings.**

**All certified staff participates in a professional development day set aside in the school calendar for the purpose of data analysis and school improvement planning using state assessment results (for this year that consisted of the KY Interim Performance Report, NCLB AYP Report, spring 2011 ITBS, and the fall 2011 EXPLORE), AIMSWeb benchmark results,**

classroom assessment data, and program review data. Content area PLCs analyze the data and strategize avenues of improvement. Representatives from each of the PLCs are part of the Leadership/School Improvement Planning Committee.

Evaluation methods to validate the effectiveness of the 2011-2013 comprehensive school improvement planning goals and strategies include the spring 2012 K-PREP, fall 2012 EXPLORE, AIMSWeb Benchmarking, Cambridge EXPLORE Benchmarking, and STAR Reading. Formative and summative classroom assessments along with research based intervention program diagnostics from ALEKS math, Navigator, Edmark, SRA, Jamestown Publisher's *The Wild Side*, *In the Spotlight* and *Q-Reads* are also used in evaluating the success of RCMS' improvement efforts. Program review data and survey data are also tools that can be utilized as needs assessment and overall school program effectiveness.

Russell County Middle School is committed to the successful implementation of the comprehensive school improvement plan.

<p><b>School:</b> Russell County Middle School  <b>District:</b> Russell</p>	<p><b>Component Area:</b> English Language Arts</p>
<p><b>Component Managers:</b> Melissa McFall, Joy Shearer</p>	
<p><b>Priority Needs:</b></p>	<p><b>Based on NCLB AYP Report and KY Interim Performance Report:</b></p> <ol style="list-style-type: none"> <li>1. RCMS is in school improvement year 1 due to not meeting annual yearly performance (AYP) two years in a row.</li> <li>2. RCMS met only 5 out of 10 target goals (50%) - not meeting overall school AYP goals.</li> <li>3. The average of ALL students did not meet the annual measurable objectives (AMO) in reading             <ul style="list-style-type: none"> <li>• 66.29% scored proficient or above in reading which is 13.31 below AMO</li> </ul> </li> <li>4. There was a significant gap between male and female performance in reading; females outperformed males by 20.11%.</li> <li>5. Only 30% of students with disabilities (17 out of 56 students) scored proficient or above in reading.</li> </ol> <p><b>Based on the fall 2011 EXPLORE Test Report:</b></p>

	<p>1. The average of all 8<sup>th</sup> grade students scored 14.5 in reading falling below the EXPLORE benchmark by .5. Hispanic and African American males had the largest gap.</p> <ul style="list-style-type: none"> <li>• Hispanic males 2.0 below</li> <li>• African American males 6.0 below</li> </ul> <p><b>Based on the spring 2011 Iowa Test of Basic Skills (ITBS):</b></p> <p>1. An average of all 7<sup>th</sup> grade students scored 42 percentile in Language composite.</p> <p><b>Based on fall 2011 AIMSWeb Benchmarking (MAZE):</b></p> <p>1. 14% of RCMS 7<sup>th</sup> grade students were below the 10 percentile benchmark in reading comprehension.</p> <p>2. 13% of RCMS 8<sup>th</sup> grade students were below the 10 percentile benchmark in reading comprehension.</p> <p><b>Based on 2010- 2011 RCMS master schedule:</b></p> <ol style="list-style-type: none"> <li>1. Teachers had no common planning or content planning time embedded in the school day.</li> <li>2. There was only one 50 minute English class opportunity a day for students to receive instruction for all English, language, writing and reading standards.</li> <li>3. There was insufficient reading intervention classes for students not meeting benchmark (special education classes were primarily offered reading intervention)</li> <li>4. There were no accelerated reading or English classes (only an after school Latin class was offered for Gifted &amp; Talented students with no transportation)</li> </ol> <p><b>Based on the 2010- 2011 RCMS staffing allocation:</b></p> <ol style="list-style-type: none"> <li>1. There was insufficient classified support to meet the needs of special education students in the collaborative classroom setting.</li> </ol>
<p><b>Priority Goals:</b></p>	<ol style="list-style-type: none"> <li>1. RCMS will improve reading performance as follows: <ul style="list-style-type: none"> <li>• 20.11% proficiency for all students based on 2012 K-PREP (new state assessment) data to meet the 2011-12 AMO of 86.40%</li> <li>• 56% for students with disabilities based on the K-PREP data to meet the 2011-12 AMO of 86.40%</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• 32% for males based on the K-PREP data to meet the 2011-12 AMO of 86.40%</li> <li>• .5 point to meet state benchmark on the 2012 EXPLORE</li> <li>• a minimum of one grade level in reading for RTI students based on Spring 2012 AIMS Web Benchmarking</li> </ul> <ol style="list-style-type: none"> <li>2. RCMS will improve language performance 8 percentile points based on the Stanford-10 (replaces ITBS this year)</li> <li>3. RCMS will improve proficient writing performance by 50% based on the Spring 2012 K-PREP</li> <li>4. RCMS will promote literacy awareness to parents and the community based on attendance at Family Literacy events</li> <li>5. RCMS will improve opportunities for students to be College &amp; Career ready for transition from middle school to high school based on <b>Cambridge</b> Explore Benchmarking and Fall 2012 EXPLORE Testing</li> </ol>
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**Goal 1:**  
Based on 2011- 2012 state testing and 2012 Spring AIMS Web Benchmarking, RCMS will improve reading performance as follows:

- 20.11% proficiency for all students based on 2012 K-PREP data to meet the 2011-12 AMO of 86.40%.
- 56% proficiency for students with disabilities based on the K-PREP
- 32% for males based on the K-PREP data
- .5 point increase for all 8<sup>th</sup> grade students; 2.0 for Hispanic males; and 6.0 for African American Males to meet state benchmark on the 2012 **EXPLORE**
- a minimum of one grade level in reading for all RTI students

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Re-assign or hire 3 additional classified staff (assistants) to support special education students in the collaborative classroom setting	Board of Education minutes, SBDM Minutes, Infinite Campus	Russell County Board of Education, Superintendent, and Director of Special Education (DOSE)	August 2011	\$45,000 Fund 1	I
2. Provide training for all special education classified staff on implementing research	Orientation meeting with DOSE at first of year; weekly	DOSE, Principal, Special	August 2011- May	\$0 Funding	PI

<p>based interventions, implementing IEP's, documenting progress, etc.</p> <p>3. Develop a master schedule to include:</p> <ul style="list-style-type: none"> <li>a. Two ELA classes daily per grade level for all students ; English &amp; Reading</li> <li>b. Reading intervention classes for all students reading below grade level (Example: students reading at 3<sup>rd</sup> grade level would have an intervention class with other students reading at 3<sup>rd</sup> grade level) to be fluid so students may move to another intervention class as his/her reading improves *Ratio to be no more than 9 students to 1 adult</li> <li>c. Collaborative reading and English classes (to include special education teachers and/or assistants working with the classroom teachers)</li> <li>d. Accelerated reading and English classes for students achieving far above benchmark</li> <li>e. Latin I and Latin II class during the school day for students who are Gifted and Talented in language arts</li> <li>f. Daily common planning/ content planning time</li> </ul>	<p>meetings with special education case managers &amp; regular classroom teachers; specific special education and/or other instructional trainings; frequent observations</p> <p>SBDM Minutes; teacher &amp; student schedules (Infinite Campus); PLC minutes</p>	<p>Education teachers' Classroom teachers</p> <p>Principal; Director of Curriculum; DOSE; Title I Director; SBDM; Gifted &amp; Talented Director</p>	<p>2013</p> <p>August 2011 development - monitoring and amending as needed through May 2012</p>	<p>\$0 Funding</p>	<p>I</p>
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<p>4. Provide professional development in reading and reading intervention research based curricular &amp; instructional practices</p>	<p>Agendas, sign-ins, classroom observations, learning walks, assessment &amp; benchmark data</p>	<p>Principal; SBDM; Curriculum Resource Teacher (CRT); Interventionist; District PD Coordinator; KDE Literacy Consultant, GRREC</p>	<p>August 2011- May 2013</p>	<p>\$6,000 Title I PD</p>	<p>PI</p>
<p>5. Provide professional development in best practices in collaborative classroom settings</p>	<p>Agendas, sign-ins, classroom observations, learning walks, assessment &amp; benchmark data</p>	<p>Principal, SBDM, DOSE, Wilderness Trail Education Cooperative (WTEC)</p>	<p>August 2011 with follow-up through May 2012</p>	<p>\$0 Funding through WTEC</p>	<p>PI</p>
<p>6. Provide research based classroom reading and reading intervention resources for during and after school</p>	<p>SBDM budget plan; classroom inventories; purchase orders</p>	<p>Principal, SBDM, DOSE</p>	<p>August 2011- May 2013</p>	<p>\$10,000 IDEA B, ESS, SEEK, School Activity</p>	<p>PI</p>
<p>7. Provide research based instructional strategies in reading and reading intervention classes</p>	<p>Lesson plans, classroom observations, learning walks, student work samples, assessment and benchmarking data</p>	<p>Classroom, Special Education, and Title I teachers; Interventionist</p>	<p>August 2011- May 2013</p>	<p>\$0 Funding</p>	<p>PI</p>
<p>8. Provide before and after school tutoring opportunities for students struggling in</p>	<p>After school calendar and attendance logs; ESS teaching logs</p>	<p>Principal, SBDM, ESS School Coordinator, ESS</p>		<p>\$4,000 ESS</p>	<p>PI</p>

reading		District Coordinator, ESS teachers	September 2011- April 2013		
9. Implement <i>Study Island</i> to build reading skills and performance	Lesson plans, classroom observation, assessment data and student progress reports	Principal, SBDM, teachers, 21 <sup>st</sup> Century School Coordinator and teachers	September 2011- September 2012	\$1,000 21 <sup>st</sup> Century, \$650 Title I	PI
Goal 2: RCMS will improve language performance 8 percentile points based on the Stanford-10					
Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Classroom, special education and Title I teachers will analyze ITBS language data to determine specific areas of need to plan curriculum and instruction to improve student performance	PLC minutes	Principal, teachers, CRT	August 2011	\$0 Funding	PI
2. Classroom, special education and Title I teachers will analyze formative and summative classroom assessment data to plan curriculum and instruction to improve student performance in language	PLC minutes, lesson plans, classroom observations, learning walks, student work samples, assessment	Principal, teachers, CRT	Ongoing August 2011- May 2013	\$0 Funding	NI
3. See activities a, c, & f under objective 1-	Instruction and assessment	Principal,	August 2011-	\$0	I



activity 3 for related improvement activities.	congruent to common core standards, PLC minutes, more one-to-one time for student to adult	teachers, CRT	May 2013	Funding	
<b>Goal 3:</b> RCMS will improve proficient writing performance by 50% based on the Spring 2012 K-PREP					
Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Provide professional development in on-demand research based writing strategies	Agendas, sign-ins, classroom observations, learning walks, assessment data	Principal; SBDM; CRT Interventionist; District PD Coordinator; KDE Literacy Consultant	September 2011	\$1,000 Title I PD	PI
2. Provide research based writing resources	SBDM budget plan; classroom inventories; purchase orders	Principal, SBDM, DOSE	September 2012- May 2012	\$2,000 SEEK, School Activity	NI
3. Provide research based instructional	Lesson plans, classroom	Classroom,	September	\$0	PI

strategies in writing	observations, learning walks, student work samples, assessment and benchmarking data	Special Education, and Title I teachers; Interventionist	2011- May 2012	Funding	
4. Provide before and after school tutoring opportunities for students struggling in writing	After school calendar and attendance logs; ESS teaching logs	Principal, SBDM, ESS School Coordinator, ESS District Coordinator, ESS teachers	September 2011- April 2013	\$1,600 ESS	PI
5. See activities a, c, & f under objective 1- activity 3 for related improvement activities.	Instruction and assessment congruent to common core standards, PLC minutes, more one-to-one time for student to adult	Principal, teachers, CRT	August 2011- May 2013	\$0 Funding	I
<b>Goal 4:</b> RCMS will promote literacy awareness to parents and the community based on attendance at Family Literacy events					
<b>Strategy/Activity</b>	<b>Expected Impact/Monitoring</b>	<b>Responsible Person(s)</b>	<b>Time Frame</b>	<b>Funding</b>	<b>Implementation Level (I/PI/NI)</b>

1. Provide opportunities for parents and the community to participate in school activities promoting literacy awareness (e.g., open house, ELA orientation on new standards; Family Literacy Nights)	Media announcements, sign-ins, newsletters, surveys	Principal, SBDM, teachers, Title I Parent Involvement Coordinator	August 2011- May 2013	\$2,000 TITLE I Parent Involvement Funds	NI
2. Provide <i>Destiny</i> , a web-based library manager program where students, parents and faculty can search district-wide school resource materials (e.g., e-books, print material, DVDs, cds, audios, etc.) from any internet accessible computer	Improve circulation of literacy materials and share resources to minimize district and school level expenditures	Librarian, Chief Information Officer	October 2011-May 2013	\$2,200 Fund II, SEEK \$500	I

**Goal 5:** RCMS will improve opportunities for students to be College & Career ready for transition from middle school to high school based on **Cambridge** Explore Benchmarking and Fall 2012 EXPLORE Testing

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
1. Purchase and implement Cambridge EXPLORE Benchmarking for diagnostic assessment and to guide instruction to meet the diverse learning needs of all students	Improve College and Career readiness skills as based on the 2012 EXPLORE results  Improve student transition from middle school to high school based on student surveys	Superintendent, DOSE, Principal, SBDM, Teachers	January 2012- May 2013	\$15,000 IDEA B, General Fund, SEEK, School Activity, PTO	NI
2. Purchase Cambridge <i>Non-Negotiable Skills</i> textbooks for students to work on identified deficits	Improve College and Career readiness skills as based on the 2012 EXPLORE results	Superintendent, Principal, SBDM, Teachers	January 2012- May 2013	\$5500 General Fund, Title 1, SEEK,	NI

<p>3. Purchase Cambridge <i>Non-Negotiable Skills Teachers' Guides</i> that offer research based strategies for teachers to use universally in the classroom and for specific interventions</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Principal, SBDM, Teachers</p>	<p>January 2012- May 2013</p>	<p>School Activity, PTO \$1,500 SEEK, School Activity, PTO</p>	<p>NI</p>
<p>4. Purchase Cambridge <i>Big Book of Skills</i> for intervention and enrichment beyond grade level benchmark expectations</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Superintendent, Principal, SBDM, Teachers</p>	<p>January 2012- May 2013</p>	<p>\$3,400 General Fund, SEEK, School Activity, PTO</p>	<p>NI</p>
<p>5. Provide specialized professional development for the research based Cambridge System in order to implement with fidelity</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Federal Programs Director, Principal, SBDM, CRT</p>	<p>January 2010- March 2012</p>	<p>\$3,400 Title I School Improvement Funds</p>	<p>NI</p>
<p>6. Develop a plan of action including a timeline for implementation for meaningful utilization of the Cambridge System</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Principal, CRT, Teachers</p>	<p>January 2012- May 2013</p>	<p>\$0 Funding</p>	<p>NI</p>

<b>School:</b> Russell County Middle School <b>District:</b> Russell	<b>Component Area:</b> Math
<b>Component Managers:</b> Melissa McFall, Kelly Aaron	
<p style="text-align: center;"><b>Priority Need:</b></p>	<p><b>Based on NCLB AYP Report and KY Interim Performance Report:</b></p> <ol style="list-style-type: none"> <li>1. RCMS is in school improvement year 1 due to not meeting annual yearly performance (AYP) two years in a row.</li> <li>2. RCMS met only 5 out of 10 target goals (50%)- not meeting overall school AYP goals.</li> <li>3. The average of ALL students did not meet the annual measurable objectives (AMO) in math <ul style="list-style-type: none"> <li>• 62.44% scored proficient or above in math which is 6.24 below AMO</li> </ul> </li> <li>4. There was a significant gap between male and female performance in math; females out performed males by 11%.</li> <li>5. Only 23% of students with disabilities (13 out of 56 students) scored proficient or above in math.</li> </ol> <p><b>Based on the fall 2010 EXPLORE Test Report:</b></p> <ol style="list-style-type: none"> <li>1. 8<sup>th</sup> grade students scored 15.4 in math falling below benchmark by 1.6. Hispanic females and African American males and females had the largest gap. <ul style="list-style-type: none"> <li>• Hispanic females 4.7 below</li> <li>• African American males 4.0 below</li> <li>• African American females 3.0 below</li> </ul> </li> </ol> <p><b>Based on the spring 2011 Iowa Test of Basic Skills (ITBS):</b></p> <ol style="list-style-type: none"> <li>1. 7<sup>th</sup> grade students scored 44 percentile in math computation</li> </ol> <p><b>Based on the 2010-2011 RCMS master schedule:</b></p> <ol style="list-style-type: none"> <li>1. There was no math intervention classes</li> <li>2. Teachers had no common planning or content planning time embedded in the school day</li> </ol> <p><b>Based on the 2010-2011 RCMS staffing allocation:</b></p> <ol style="list-style-type: none"> <li>1. There was insufficient classified support to meet the needs of special education students in</li> </ol>

	<p>the collaborative classroom setting.</p> <p><i>Note: Last two Priority Needs have been jointly addressed in ELA Content Improvement Plan</i></p>				
<p><b>Priority Goals:</b></p>	<p>6. RCMS will improve math performance as follows:</p> <ul style="list-style-type: none"> <li>• 17% proficiency for all students based on 2012 <b>K-PREP</b> data to meet the 2011-12 AMO of 79.12</li> <li>• 56% proficiency for students with disabilities</li> <li>• 23% proficiency for males</li> <li>• 1.5 point increase to meet state benchmark on the 2012 <b>EXPLORE</b></li> <li>• 4.7 point increase for Hispanic females</li> <li>• 4.0 point increase for African American males</li> <li>• 3.0 point increase for African American females</li> <li>• 6 percentile increase in math computation based on the <b>Stanford-10</b></li> </ul> <p>7. RCMS will promote awareness of the new math standards and middle school math initiatives to parents and the community based on attendance at Family Math Events</p> <p>8. RCMS will improve opportunities for students to be College &amp; Career ready for transition from middle school to high school based on <b>Cambridge</b> Explore Benchmarking and Fall 2012 EXPLORE Testing</p>				
	<p>9. <b>Goal 1:</b> RCMS will improve math performance as follows:</p> <ul style="list-style-type: none"> <li>• 17% proficiency for all students based on 2012 <b>K-PREP</b> data to meet the 2011-12 AMO of 79.12</li> <li>• 56% proficiency for students with disabilities based on the <b>K-PREP</b></li> <li>• 23% proficiency for males based on the <b>K-PREP</b></li> <li>• 1.5 point increase for all 8<sup>th</sup> grade students; 4.7 for Hispanic females; 4.0 for African American males; and 3.0 for African American females to meet state benchmark on the 2012 <b>EXPLORE</b></li> <li>• 6 percentile points in math computation based on the <b>Stanford-10</b></li> </ul>				

Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
<p>10. Develop a master schedule to include:</p> <p>g. A semester Math Enrichment Class for EVERY student to receive intervention/enrichment based on student need (remediation to acceleration)</p> <p>h. Collaborative math classes (to include special education teachers and/or assistants working with the classroom teachers)</p>	<p>SBDM Minutes; teacher &amp; student schedules (Infinite Campus); PLC minutes</p>	<p>Principal; Director of Curriculum; DOSE; Title I Director; SBDM</p>	<p>August 2011 development-monitoring and amending as needed through May 2012</p>	<p>\$0 Funding</p>	<p>I</p>
<p>11. Provide professional development in math &amp; math intervention research based curricular &amp; instructional practices</p>	<p>Agendas, sign-ins, classroom observations, learning walks, assessment &amp; benchmark data</p>	<p>Principal; SBDM; Curriculum Resource Teacher (CRT); Interventionist; District PD Coordinator; WTEC; Pearson; KDE math consultant, EKU, GRREC</p>	<p>August 2011-May 2012</p>	<p>\$4,000 IDEA B PD, Title I PD</p>	<p>PI</p>
<p>12. Provide Professional Development in best practices in collaborative classroom settings</p>	<p>Agendas, sign-ins, classroom observations, learning walks, assessment &amp; benchmark data</p>	<p>Principal, SBDM, DOSE, WTEC, GRREC</p>	<p>August 2011 with follow-up through May 2013</p>	<p>\$0 Funding through WTEC</p>	<p>PI</p>
<p>13. Provide research based classroom math &amp; math intervention resources: Pearson</p>	<p>SBDM budget plan; District General Fund requisition;</p>	<p>Principal, SBDM, Superintendent,</p>	<p>August 2011-May 2013</p>	<p>\$40,000 General</p>	<p>PI</p>

DIGITS; ALEKS Math; Math Navigator	classroom inventories; purchase orders	DOSE Classroom, Special Education and Title I teachers; Interventionist		Fund, SEEK, School Activity, IDEA B	
14. Provide research based instructional strategies in math and math intervention/enrichment classes	Lesson plans, classroom observations, learning walks, student work samples, assessment and benchmarking data	Principal, teachers, ECU	August 2011- May 2013	\$0 Funding	PI
15. Implement ECU Automaticity/Fluency Program to build computational skills	ECU fall, winter, and spring benchmarking data; lesson plans; classroom observations; learning walks; assessment data	Principal; SBDM	August 2011- May 2013	\$500 (Printing) General Fund	I
16. Purchase and set up two additional computer labs to designate for math programs and intervention	SBDM Budget Plan; record of donations; work orders; computer lab schedules; student schedules; lesson plans; observations; learning walks	Principal, SBDM,	August- November 2011	\$5000 Seek; School Activity; General Fund (shelving) \$2500 donated from FNB	I
17. Provide before and after school tutoring			September 2011- April		



opportunities for students struggling in math	After school calendar and attendance logs; ESS teaching logs	ESS School Coordinator, ESS District Coordinator, ESS teachers	2013	\$4,000 ESS	PI
<p><b>Goal 2:</b> RCMS will promote awareness of the new math standards and middle school math initiatives to parents and the community based on attendance at Family Math Events</p>					
Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)
3. Provide opportunities for parents and the community to participate in school activities promoting math (e.g., open house, math orientation on new standards; Math Nights)	Media announcements, sign-ins, newsletters, surveys	Principal, SBDM, teachers, Title I Parent Involvement Coordinator	August 2011-May 2013	\$2,000 Title I Parent Involvement	PI
<p><b>Goal 3:</b> RCMS will improve opportunities for students to be College &amp; Career ready for transition from middle school to high school based on <b>Cambridge</b> Explore Benchmarking and Fall 2012 EXPLORE Testing</p>					
Strategy/Activity	Expected Impact/Monitoring	Responsible Person(s)	Time Frame	Funding	Implementation Level (I/PI/NI)

<p>1. Purchase and implement Cambridge EXPLORE Benchmarking for diagnostic assessment and to guide instruction to meet the diverse learning needs of all students</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p> <p>Improve student transition from middle school to high school based on student surveys</p>	<p>Superintendent, DOSE, Principal, SBDM, Teachers</p>	<p>January 2012- May 2013</p>	<p>\$15,000 IDEA B, General Fund, SEEK, School Activity, PTO</p>	<p>NI</p>
<p>2. Purchase Cambridge <i>Non-Negotiable Skills</i> textbooks for students to work on identified deficits</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Superintendent, Principal, SBDM, Teachers</p>	<p>January 2012- May 2013</p>	<p>\$5500 General Fund, Title I, SEEK, School Activity, PTO</p>	<p>NI</p>
<p>3. Purchase Cambridge <i>Non-Negotiable Skills Teachers' Guides</i> that offer research based strategies for teachers to use universally in the classroom and for specific interventions</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Principal, SBDM, Teachers</p>	<p>January 2012- May 2013</p>	<p>\$1,500 SEEK, School Activity, PTO</p>	<p>NI</p>
<p>4. Purchase Cambridge <i>Big Book of Skills</i> for intervention and enrichment beyond grade level benchmark expectations</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Superintendent, Principal, SBDM, Teachers</p>	<p>January 2012- May 2013</p>	<p>\$3,400 General Fund, SEEK, School Activity, PTO</p>	<p>NI</p>
			<p>January 2010- March 2012</p>		

<p>5. Provide specialized professional development for the research based Cambridge System in order to implement with fidelity</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Federal Programs Director, Principal, SBDM, CRT</p>	<p>January 2012- May 2013</p>	<p>\$3,400 Title I School Improvement Funds</p>	<p>NI</p>
<p>6. Develop a plan of action including a timeline for implementation for meaningful utilization of the Cambridge System</p>	<p>Improve College and Career readiness skills as based on the 2012 EXPLORE results</p>	<p>Principal, CRT, Teachers</p>		<p>\$0 Funding</p>	<p>NI</p>