

School Vision and Mission Statements for Rockingham County Middle School

Vision:

J.A.G.S. Jointly Achieving Goals and Success

Mission:

Rockingham County Middle School's mission is to provide learning experiences in a safe, inviting environment in order to meet the needs of all children and prepare them to be productive citizens of the world.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Reading - In order to meet the increase of the AYP target goal of 71.6% in reading, the present overall percent proficiency of 70.4% must be raised to 73% and the literacy programs and opportunities for remediation in the school must improve in order to raise student achievement.

| | |
|-----------------------|--|
| School Goal 1: | Raise reading proficiency in the school for overall student performance and achievement. |
|-----------------------|--|

| | |
|-------------------------------------|---|
| Supports this district goal: | Rockingham County Schools will produce globally competitive students. |
|-------------------------------------|---|

| | |
|----------------|--|
| Target: | Increase student achievement in reading from overall percent proficiency of 70.4% to 73% proficient. |
|----------------|--|

| | |
|-------------------|---|
| Indicator: | Student achievement on reading interims for each six weeks. |
|-------------------|---|

| | |
|------------------------|-----------|
| Milestone date: | 20-Jan-11 |
|------------------------|-----------|

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

| | | | |
|------------------|---|--|--|
| Strategy: | Implement the CASA process with fidelity in order to assist teachers in the examination of data received from informal and formal assessments and increase collaboration during planning. | | |
|------------------|---|--|--|

| | | | |
|--------------------|---|--|--|
| Strategy 1: | 1. Common planning time | | 5. Provide for opportunities for the Lead ELA teacher in the county who is a member of RCMS staff, to participate in coaching training in order to assist and support other staff members |
| | 2. Conduct weekly CASA (Collaboration Around Student Achievement) meetings | | 6. Collaboration with the district level Director of Testing and Accountability to provide consultative services and direct information regarding subgroup's performance; Analyze results with all staff |
| | 3. Examine the data from the math and reading common assessments | | 7. Specifically target the data regarding students who are members of the SWD, EDS or B subgroup as based on historically reported data on the EOG tests. |
| | 4. Provide teachers with more opportunities for vertical alignment across all disciplines | | |

| | | | |
|---|--|--|--|
| Plan/Do | Strategy 2: | Strategy: Provide additional staff development in the area of reading for all content area teachers in order to continually support literacy through all subject areas | |
| | | Action steps: | |
| | | 1. Provide in-house training for ELA teachers with the K-12 Lead Curriculum teacher in order to provide additional support through them for the content teachers. | 5. Continual implementation of SSR reading program with ELA teachers coaching and training other teachers to ensure the program is working effectively |
| | | 2. Continue to send content teachers to county-wide staff development training for support of literacy in the classroom | 6. Implement Marzano's Six Steps of Vocabulary Instruction and the monthly focused specific reading comprehension strategies |
| | | 3. Provide opportunities for peer observations to assist content teachers in improving literacy instruction within their content area | 7. Offer an ELA class as an elective second semester for struggling students based on common assessments |
| | 4. Provide opportunities for extended planning quarterly across all disciplines | 8. The creation of 2nd and 4th six weeks common assessments by ELA teachers | |
| | Strategy 3: | Strategy: Provide professional development and opportunities for collaboration/planning for EC/AIG teachers and inclusion teachers who work with students identified as special needs students to increase reading proficiency and foster growth. | |
| | | Action steps: | |
| | | 1. EC Teacher to receive training in Wilson "Just Words" | 5. Data analysis of reading common assessments of EC students in order to continually provide remedial services to students and to meet individual student needs |
| | | 2. Continual implementation of the SRA with EC Teacher Assistants to receive training on SRA Comprehension for additional groups | 6. The opportunity for EC teachers to attend the EC state conference |
| 3. Administrative support through the attendance of Piedmont Consortium 2 day workshop for the enhancement of academic achievement of EC students | | 7. Use of county wide professional meetings at CO that are conducted by CO district level administrators for EC and AIG teachers | |
| 4. The use of PD 360 to provide in-house staff development in the area of differentiation with the AIG teacher and EC teachers. | 8. Examine the data from previous year of rising 6th graders from feeder schools | | |
| How will we fund these strategies? | | | |

| | | |
|----------------|--|---|
| Plan/Do | Funding source 1: Local district funds Funding source 2: State funds for exceptional children Funding source 3: School general funds Funding source 4: State funds for at-risk students Funding source 5: Select a funding source | Funding amount: \$2000 Funding amount: \$1500 Funding amount: \$3000 Funding amount: \$1000 Funding amount: Total initiative funding: \$7500 |
| | Review frequency: Quarterly Assigned implementation team: | |
| Check | What data will be used to determine whether the strategies were deployed with fidelity? | |
| | Data from the reading interims will be examined to determine if our students are making incremental increases each 6 weeks grading period in this area APEX will provide data analysis of reading results from reading assessments which will utilized by the staff to make adjustments where needed. Administrative observations and CASA minutes from each meeting will be used in order to determine if teachers are becoming more competent in data analysis and the use of data to drive instruction. EC teachers will monitor EC students' performance on the end of the 6 weeks reading interims and will monitor their 6 weeks' grades. The AIG teacher and administration will monitor AIG students' performance on the end of the 6 weeks reading interims and will monitor their 6 weeks' grades. | |
| | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative | |
| Check | Data from the reading interims, any other common assessments through castle learning that teachers choose to utilize, end of the unit teacher assessments, and any failing grades at the end of the 6 weeks grading period will be examined to determine if strategies listed are being successful. | |
| | What does data show regarding the results of the implemented strategies? | |
| Act | Based upon identified results, should/how should strategies be changed? | |
| | | |

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Math - In order to meet the increase of the AYP target goal of 88.6% in math, the present overall percent proficiency of 85.7% must be raised and the math programs and opportunities for remediation in the school must continue to improve in order to raise student achievement.

School Goal 2: Raise math proficiency in the school for overall student performance and achievement.

Supports this district goal: Rockingham County Schools will produce globally competitive students.

Target: Increase student achievement in math from overall percent proficiency of 85.7% to 88.6% proficient.

Indicator: Student achievement on math common assessments for each six weeks

Milestone date: 20-Jan-11

Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Implement the CASA process with fidelity in order to assist teachers in the examination of data received from informal and formal assessments and increase collaboration during planning.

Action steps:

| | | | |
|--------------------|---|--|---|
| Strategy 1: | 1. Common planning time | | 5. Participation of math and science teachers to create common assessments through Castle Learning and other resources |
| | 2. Conduct weekly CASA meetings | | |
| | 3. Examine the data from the math and reading common assessments | | |
| | 4. Provide teachers with more opportunities for vertical alignment in the area of math and science. | | |
| | | | |

Strategy: Provide additional staff development in the area of math and science.

Action steps:

| | | | | |
|--|--------------------|--|-------------------------------|---|
| | Strategy 2: | 1. Teachers will attend the math state conference and share the most recent information and materials regarding math. | | 5. Teachers will receive quarterly extended planning to collaborate in a greater capacity in each grade level in the areas of math and science vertical alignment |
| | | 2. Teachers will attend the science state conference and share the most recent information and materials regarding science | | 6. EC teachers will receive training in Math Foundations |
| | | 3. The use of PD 360 to provide in-house staff development in the area of differentiation. | | 7. EC teachers will analysis EC students performance on common assessments to continually provide remedial services to students and to meet IEP goals |
| | | 4. Teachers will create vertical teams for science and math | | |
| Strategy: To communicate and involve parents and students in a greater capacity in the academic programs. | | | | |
| Action steps: | | | | |
| | Strategy 3: | 1. To invite parents to participate in the development and implementation of the school improvement plan by participating as a member of the school improvement team on a monthly basis. | | 5. Continue to provide after school math counts to students |
| | | 2. Conduct after school activities in which parents and students may participate such nights as Technology Night, Parent/Student Health and Wellness Night | | 6. Battle of the Books competition for students |
| | | 3. To create a place on our school website which informs parents about coming events or issues of concern by staff | | 7. Create a Parent Advisory Council to work directly with administrators and teachers on a quarterly basis |
| | | 4. To provide and distribute a newsletter each 6 weeks to inform parents of various events or activities that have occurred | | 8. Implement a fall and spring survey to parents in order to determine stakeholders perceptions and their level of satisfaction with the instructional programs and services being provided by the school |
| How will we fund these strategies? | | | | |
| Funding source 1: | | School general funds | Funding amount: \$3000 | |
| Funding source 2: | | Local district funds | Funding amount: \$3000 | |
| Funding source 3: | | State funds for exceptional children | Funding amount: \$1000 | |

| | | |
|--------------|---|---|
| Plan/ | Funding source 4: Select a funding source | Funding amount: \$0 |
| | Funding source 5: Select a funding source | Funding amount: \$0 |
| | | Total initiative funding: \$7000 |
| | Review frequency: Quarterly | |
| | Assigned implementation team: | |
| Check | What data will be used to determine whether the strategies were deployed with fidelity? | |
| | Data from the math assessments will be examined to determine if the students are making incremental increases each 6 weeks grading period in this area. APEX will provide data analysis of math results from math assessments which will be utilized by the staff to make adjustments where needed. Administrative observations and CASA minutes from each meeting will be used in order to determine if teachers are becoming more competent in data analysis and the use of data to drive instruction. EC teachers will monitor EC students' performance on the end of the 6 weeks math assessment and will monitor their grades. Vertical teaming will allow for opportunities for teachers in math and science to share information regarding the curriculum and results of benchmarks will be discussed. | |
| | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative | |
| | Data from the math assessments, any other common assessments through castle learning that teachers choose to utilize, end of the unit teacher assessments, and any failing grades at the end of the 6 weeks grading period will be examined to determine if strategies listed are being successful. Data from a Fall/Spring parent/student survey will be utilized to determine the perception of and the degree of satisfaction with the educational programs being provided to students. | |
| | What does data show regarding the results of the implemented strategies? | |
| | | |
| Act | Based upon identified results, should/how should strategies be changed? | |
| | | |

| Priority Goal 3 and Associated Strategies | |
|--|--|
| | Area for improvement and supporting data: Technology - To improve teacher's professional development and increase their access of technical assistance to one time per week for 30 weeks in order to meet the goals of achievement in both reading and math for the 2010-2011 school year and to examine additional components of comprehensive school |

improvement.

School Goal 3:

Increase the access and the use of technology, technical devices and resources available to teachers in order to increase student achievement, the integration of technology in the classroom and to address comprehensive school improvement .

Supports this district goal:

Rockingham County Schools will be led by 21st Century professionals

Target:

Improve teacher's professional development in technology

Indicator:

Teacher use and integration of technology to increase student achievement in reading and math

Milestone date:

20-Jan-11

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: To provide Project (Problem) -Based Learning (PBL) training to all teachers in order to integrate problem-based learning projects into core classes

Action steps:

1. Common planning time available to teachers

5. Plan and promote a technology information night for parents that will inform parents about PBL's and technology awareness

Strategy 1:

2. Use of the District level Instructional Technician to provide direction for the training in PBLs

3. Use of the two media specialists to assist teachers in planning and implementing research for students with problem-based learning lessons.

4. Monthly staff development opportunities for Media Specialists offered through the district to assist in technology training, data interpretation, lexiles and PBLs.

Strategy: To provide additional staff development in other areas of technical assistance to teachers in order to increase the integration of technology into the classrooms and the creation of common formative assessments

Action steps:

1. Implement the use of the new North Carolina Teacher's Evaluation Instrument in order to increase the use of technology and provide assistance to teachers in the classroom

5. Plan and computer netbook lab for students and teachers to access for research and other classrooms projects

Plan/Do

| | | | | |
|----------------|--|---|------------------------|--|
| | Strategy 2: | 2. Train Career and Technical Education Teachers to utilize Tech Steps to implement in computer elective classes for students | | 6. Reinforce Marzano's Six Steps of Vocabulary with activboards |
| | | 3. Use and implementation of "google documents" for various collaborative initiatives, programs and communication of all stakeholders | | |
| | | 4. Provide in-house training of lexiles and quantiles to increase the use data to drive instruction by the 2 media specialists | | |
| | Strategy: To conduct a school-wide self assessment in order to meet the 7 standards of continuous school improvement and achieve continual SACS-CASI school accreditation | | | |
| | Action steps: | | | |
| | Strategy 3: | 1. Reexamine the vision and mission statement to ensure alignment with the 7 standards of continuous school improvement | | 5. Utilize the School Improvement Team as a way of monitoring and assessing the school improvement plan to ensure implementation with fidelity |
| | | 2. Create small groups composed of all stakeholders to evaluate the school's continuous improvement processes as they relate to the 7 standards set forth for accreditation | | 6. Conduct a Quality Assurance Review Team visit in March 2011 |
| | | 3. Conduct a book study of "Best Practices of High Performing Middle Schools" with staff to ensure all stakeholders are familiar with middle school best practices | | 7. |
| | | 4. Use small groups, composed of various stakeholders, to complete a rubric- based self-analysis using the 7 Advanc-Ed standards and 56 indicators of quality schools | | 8 |
| Plan/Do | How will we fund these strategies? | | | |
| | Funding source 1: | School general funds | Funding amount: | \$2000 |
| | Funding source 2: | Local district funds | Funding amount: | \$1000 |
| | Funding source 3: | State funds - DSSF | Funding amount: | \$3000 |
| | Funding source 4: | Select a funding source | Funding amount: | |
| | Funding source 5: | Select a funding source | Funding amount: | |
| | | Total initiative funding: | \$6000 | |

| | |
|--------------|---|
| | <p>Review frequency: Quarterly</p> <p>Assigned implementation team:</p> |
| Check | <p>What data will be used to determine whether the strategies were deployed with fidelity?</p> |
| | <p>Students will be surveyed after the implementation of the Project Based Learning activities and lessons to determine their level of engagement and suggestions for improvement. Staff development will be evaluated through the use of a teacher survey to determine their level of proficiency with technology and to provide suggestions for other staff development needed. The school improvement plan will be revisited in the month of December, late February and in May to determine ensure implementation of the plan and to assess the quality of the plan in order to make further recommendations. The Quality Assurance Review Team visit conducted in Mar., 2011 will provide beneficial feedback of the research-based set of standards and a clearly defined structure of evaluating the extent to which the school needs to implement improvement measures in order to best service the students and community.</p> |
| | <p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative</p> <p>Data from the surveys to both the students and the teachers will provide critical feedback for improvement. The commendations and required actions portion of the Quality Assurance Review Teams' assessment will provided critical feedback for areas of needed improvement.</p> |
| | <p>What does data show regarding the results of the implemented strategies?</p> |
| Act | <p>Based upon identified results, should/how should strategies be changed?</p> |
| | |