Core Values: Learners Community Excellence Respect Integrity

SCPS Vision:
Stafford County Public Schools is a dynamic, goal-oriented learning community committed to preparing our students for success in further education, work, and citizenship.

SCPS Mission:
Inspire and empower all learners to thrive

SCPS Strategic Plan

Goal 1: Student Achievement:
Engage, challenge, and prepare every student for success

Goal 2: Work Force
Recruit, develop, and retain the highest quality employees

Goal 3: Resource Stewardship
Establish and maintain efficient, transparent, responsible oversight of resources

Goal 4: Communication:
Communicate effectively at all levels
School Improvement Plan

Your School’s Core Values/Beliefs:

We believe that...
- All children can learn and become a lifelong learner
- All children learn differently and benefit from differentiated instruction
- All children deserve respect
- All children’s success depends on a partnership between the home, student, and school
- All children’s success is the responsibility of our collaborative learning community
- Diversity of all children is embraced
- All children deserve a safe learning environment

Your School’s Vision:

Rodney E. Thompson Middle School prepares students to be intellectually engaged in the 21st Century through critical thinking, citizenship, collaboration, communication, creativity, and wellness.

Your School’s Mission:

The mission of Rodney E. Thompson Middle School is to create a student-centered community that challenges and develops inquiring, knowledgeable, actively involved learners who have the tools to successfully participate in a global society.

SCPS C5W Learner Profile

Communication  Collaboration  Critical-Thinking  Creativity  Citizenship  Wellness
School Data Analysis:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>Overall SOL Pass rates</td>
<td>Advance Pass Rates on the 16-17 SY SOL’s</td>
</tr>
<tr>
<td>Increase in certain gap groups from the 15-16 SY to the 16-17 SY</td>
<td>Achievement Gap according to 16-17 SY SOL Results</td>
</tr>
<tr>
<td>Learning Walks</td>
<td>Still have teachers who haven’t completed walks</td>
</tr>
<tr>
<td>PLC’s established and functioning</td>
<td>Certain areas on Gallup Poll and Student Climate Survey scored below SCPS, VA, and U.S. average.</td>
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School Improvement Plan
2017-2018

SCPS Strategic Plan Goal 1: Student Achievement:
Engage, challenge, and prepare every student for success

SCPS Strategic Plan Priority 1.1 Define, develop, implement, and measure effective teaching practices that maximize rigor and engagement for all students in support of C5W

SCPS Strategic Plan Measure 1.1 Students will experience success through engaging and challenging curriculum, and innovative instructional strategies inclusive of critical thinking, creativity, collaboration, communication, citizenship, and wellness.
Goal 1 (1.1): Increase cognitive engagement for all students-

**Reflection on Data to Justify Goal:** Analysis of SOL results reveal that students struggle with higher level questions. Overall pass rates are low. Additionally, about ⅓ of staff members participated in learning walks.

### Key Strategies

<table>
<thead>
<tr>
<th>PLC’s will develop learning tasks with increased rigor and engagement.</th>
<th>Teachers, PLC Facilitators, Administrators</th>
<th>17,000 Classrooms Can’t Be Wrong, Task Engagement Rubric, Cube (Schlechty, Marzano, Bloom), Engaging qualities Handouts, Schlechty Design Card, C5W Book, PLC Checklist, Teacher Planning Handout</th>
<th>Administrators PLC minutes / Protocol form; Admin will collect empirical evidence during classroom walkthroughs; Teacher lesson plans submitted for Formal observations.</th>
<th>Ongoing</th>
</tr>
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<tbody>
<tr>
<td>All licensed staff members will conduct at least one learning walk per quarter</td>
<td>All Staff</td>
<td>C5W Learning Walk Form, Learning Walk schedule, Laminated Task Rubric Form, Learning Walk Student Questions Poster (posted in each classroom)</td>
<td>Recording on iPads, Post walk discussions, PLC Checklist, C5W Learning Walk Record Spreadsheet</td>
<td>Ongoing</td>
</tr>
<tr>
<td>PLC’s will review essential outcomes using Antonetti’s CTNA (longevity of Content, longevity of Thinking process, prep for Next level, Assessment) model</td>
<td>Summit Teachers, PLC Facilitators</td>
<td>Mining for Power handout, Curriculum frameworks, State documents</td>
<td>Revised pacing guides</td>
<td>Summer of 2019</td>
</tr>
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**Quarterly Progress toward Goal**
(including assessments/data indicators)
August 2017: Faculty meeting devoted to the SIP. Three areas were explained to staff. Professional development addressed bridging the rigor divide and developing mastery objectives. opening week PD

August 2017: PLC Protocol Form designed; Engagement / Planning Handout created. Principal reviews PLC expectations & non-negotiables at faculty meeting, PLC Teams met over summer to review essential outcomes using Antonetti’s CTNA Model. Most PLC’s however were still focused on unpacking their curriculum and did not have time to use the CTNA model.

September 2017: Learning Walk schedule created for Q1. U used the Task Rubric. The October meeting will also include guidance on Engaging Qualities.

September 2017: Science Dept met and discussed how each grade level could better “up the rigor” of our lessons. Each graded level shared a lesson that used the Task Rubric to cross the “rigor divide.” Each month, science PLCs will share and explain a lesson that September 2017 - Math Department was presented with Mathematical Mindsets by Jo Boaler to engage in a book study throughout the year. The book works to educate math teachers to engage in a growth mindset with their students this year, as well as to make changes to their instruction that will add rigor and relevance to the content taught. Teachers were provided with a mindset task and accompanying video to share with their students.

September 2017 - English teachers are receiving training on how to conduct a Fountas and Pinnell assessment. Students are grouped initially based on SOL and STAR results, but more thorough assessment will help us to group students more effectively. All students who qualify for F&P assessment based on STAR and SOL result will be grouped for LLI instruction. Teachers will be trained October 9, 2017 on providing LLI instruction. Goal for beginning intervention reading groups is October 10.

October 2017 - Math Department continuing with our Mathematical Mindset book study. Student thoughts shared from last month’s objective in regards to student perceptions of fixed mindset versus growth mindset. This month’s task provided teachers with 10 cognitive reflection questions for teachers to choose from to incorporate into some of their math homework for students. These questions require students to consider what they had learned during class and what connections or questions still remained for them about the topic studied.

October 2017 - Science Dept met and discussed how each grade level could better “up the rigor” of our lessons. 7th and 8th grade shared a lesson that used the Task Rubric to cross the “rigor divide.” We found that more practice of using the Task Rubric was understandably needed. 6th grade brought a lesson to be “powered up” but the department was not ready to tackle that task. Each month’s meeting will be a work in progress until we become more familiar with the aspects of the task rubric.

November 2017 - Math department provided with additional training to recognize cognitive engagement levels within math tasks. Handouts provided in regards to the work done by Mary Kay Stein and Margaret Smith. Math teachers will begin to look at the work they have students complete as either having a high level or low level of demand based on the PD provided. Math teachers were also
tasked with reading the next chapter (which focuses on “Rich Mathematical Tasks”) in our Mathematical Mindset book. Teachers are tasked this month with providing their students with a rich task that has students bridging over the rigor divide. These tasks and the student outcome will be discussed at the December department meeting.

November 2017 - 3rd round of learning walks with summit attendees and lead teacher completed. Staff login created for school wide learning walks.

December 2017 - Administration met with PLC’s to review learning walk criteria and describe the process for learning walks. Staff members shown how to record their group walk schedule as well as their individual walks in Google sheets. PLC’s and groups beginning learning walks as a staff. Goal is for each staff member to walk in 12 different classrooms by the end of the year.

December 2017 - Science Department continued to share example lessons on how teachers are trying to “cross the rigor divide.” 8th grade PLC shared a wonderful lab on Splitting water. As a department we discussed ways/changes that could be made to cross the rigor divide in all three areas of cognitive demand, academic strategy, and engagement. 7th grade PLC also shared an activity that was a summary activity of photosynthesis and cell respiration. Again as a department, we discussed ideas of crossing the rigor divided in all three areas. As a whole, we are improving with using the Antonetti’s task rubric so that we can provide a more rigorous, meaningful lesson.

September-November 2017- The social studies department has been participating in learning walks. Each content has revised their pacing guides and standards to reflect the CTNA model and discussed the most important standards to be covered over the course of the year. Teachers have also been tasked with looking at the task rubric and had discussions about how to power up a lesson. Teachers are working on submitting a lesson that they have powered up to share at the January meeting.

January 2018: Social studies department met to share and discuss lessons that crossed the rigor divide. As a group we used the task rubric to verify its “jump” We also shared a Geography lesson and as a group shared ideas on how to make the lesson more rigorous in each category. As a department we made a plan for how we will celebrate Black History Month.

January 2018 - Math Department analyzed a lesson on surface area/volume (a common topic to all grade levels) and determined what level of Blooms the lesson related to. From there, teachers worked on ideas to edit the task to cross the rigor divide. A worksheet was distributed to all teachers to assist them when reviewing an upcoming lesson/task for Q3.

February 2018 - Math Department worked in four small groups to develop questions for an upcoming math unit that would promote discourse. Four types of questions were discussed and created by the math teachers: Gathering Information, Probing Student Thinking, Making the Math Visible, and Encouraging Justification and Reflection from students. Teachers discussed the rigor involved with each type of questioning technique within a whole class discussion.

March 2018 - Earlier in the year, Math Department had addressed data that showed multi-step problems as rigorous for students and
was an area students needed additional support. During March, teachers discussed and implemented a problem SOLVE-ing protocol
to assist student thinking when tackling multi-step problems. These strategies have been used for all grade level math classes to
increase student engagement with word problems that have already proven themselves to be at a rigorous level for our students. In
regards to CTNA, the math department began the countywide process to align new SOL standards for next year’s pacing. Further
discussion will be had in smaller PLC settings.

April 2018 - Math Department was introduced to NWEA-MAP, the division’s new math testing program. More training will occur at
the start of next school year. All students within all math content classes (to include EOC) will be required to take this assessment to
show student growth throughout the year. Discussion focused on the impact of this data and each teacher’s response to how their own
instruction can adapt to the results of this program. Discussed division’s new math placement protocol for those students who have
shown success in math throughout the school year and would like to advance to a higher math level. A discussion of the division’s
view on access and equity for all students ensued; All math teachers will need to adapt and differentiate their instruction for the
upcoming school years.

May 2018 - The RTMS Science Department works hard to continue learning how to effectively use John Antonetti’s task rubric when
creating engaging lessons for students. Each PLC explained 3 lessons where they used the task rubric to increase the rigor. This
discussion focused on Bloom’s levels, lesson strategies, and most importantly, Schlechty’s engaging qualities. This work will
continue next year with the department with increased focus on CTNA and the essential outcomes.

Spring 2018 - Each PLC explained one lesson where they used the task rubric to increase the rigor. The rest of the department gave
feedback and discussed ways to formulate the lesson focusing on Bloom’s levels, lesson strategies, and most importantly, Schlechty’s
engaging qualities. The RTMS Social Studies Department works hard to continue learning how to effectively use John Antonetti’s
task rubric when creating engaging lessons for students. This work will continue next year with the department with increased focus
on CTNA and the essential outcomes.

End of Year Summary of Goal
(including assessments/data indicators)
**SCPS Strategic Plan Priority 1.3** Close gaps in student achievement.

**SCPS Strategic Plan Measure 1.3** Achievement gaps will be closed for all reporting categories utilizing data-driven instructional strategies and practices.

<table>
<thead>
<tr>
<th>Goal 2 (1.3): Close the SOL test pass rate achievement gap between students with disabilities and their non disabled peers.</th>
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**Reflection on Data to Justify Goal:** While all students with disabilities perform relatively well on science and civics SOL tests, the percentage of students with disabilities passing the tests is much lower in math and English.

<table>
<thead>
<tr>
<th>Key Strategies</th>
<th>Person(s) Responsible</th>
<th>Resources (Prof. Learning, materials)</th>
<th>Evidence (Monitoring Metrics)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members will examine IEP’s and assessment data to group students based on reading levels and math skills</td>
<td>Reading and math specialists, Special education teachers, General education teachers</td>
<td>-STAR Scores -F&amp;P Data -Pre-assessments -Moving w/ Math</td>
<td>-A list of students by reading group created to determine scheduling of students. -A list of grouped students w/ reading summary will be provided to impacted staff members. -ACT lists generated based on skill level and targeting needed gaps -Small group monitoring in classrooms -STAR Score</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Reading and English teachers will be trained to do small group (guided reading) instruction</td>
<td>Reading specialist, Administration</td>
<td>Training materials including a guided reading instruction form / quick reference form for teachers.</td>
<td>-Record of teacher attendance at training -Evidence of guided reading in classroom walkthroughs and observations -Running records for specific students</td>
<td>Implemented by the end of September and ongoing throughout the year</td>
</tr>
<tr>
<td>Collaborative Teaching Development</td>
<td>Special education teachers, Gen. ed. Teachers and Paraprofession al Teachers</td>
<td>Training materials including collaborative teaching best practices handout and related research, Needs survey for paraprofessional and general education staff</td>
<td>-Professional development as needed throughout the year to help paraprofessionals support students within the classroom</td>
<td>As-needed basis</td>
</tr>
<tr>
<td>Creating a growth mindset environment</td>
<td>Guidance Counselors, All Teachers</td>
<td>Professional research articles, videos, concrete examples to share with</td>
<td>-Guidance counselors lead small groups of students to develop a growth mindset/perseverance/goal setting -Staff development to incorporate within staff meetings,</td>
<td>Ongoing</td>
</tr>
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</table>
General Ed and Special Education meet together weekly as a PLC.

- Planning time
- Data
- Common Assessments

- Weekly PLC meetings
- Students pulled out for small group
- Lesson Plans

<table>
<thead>
<tr>
<th>General Ed and Special Education meet together weekly as a PLC</th>
<th>Gen Ed and Special Ed</th>
<th>Planning time</th>
<th>PLC, department meetings, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gen Ed and Special Ed</td>
<td>Planning time</td>
<td>-STRIVE lessons</td>
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<tr>
<td></td>
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<td>Data</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Common Assessments</td>
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**Ongoing Evidence**

All students are assessed quarterly to determine if they will be “locked in” to Academic Core Time in the areas of Reading and math. This time is used to help all students who may be low-achieving in these areas to help close the content area gaps.

General education teachers and special education teachers meet together weekly as a P.L.C. to analyze common assessment data of students, and collaborate to plan intervention activities that will develop students’ skills in all contents during collaborative and hybrid classes.

August 2017: Reading Specialist reviewed student assessment data (SOL Scores, Star Scores, English grades) to determine reading levels and students were groups to maximize reading group / intervention strategies. Training offered by Reading Specialist during teacher work week to train english & reading teachers on guided reading instruction. Training offered by Special education designee and department chair for special education teachers, paraprofessionals, and general education teachers on collaborative teaching strategies.

September 2017: All students participated in a lesson on Growth Mindset. After a brief introduction, students took a short survey to determine where they fall on the Fixed Mindset-Growth Mindset spectrum. Each student then created on SMART Goal for the current academic school year and outlined specific steps that they can take to reach the goal.

September 2017: Reading specialist provided Fountas and Pinnell BAS (F&P) assessment training for 7th and 8th English and SPED teachers during PLCs. Reading specialist, SPED teachers, and 7th and 8th English teachers assessed at risk students using F&P. Data (STAR, previous SOL scores, F&P data, and classroom data) were analyzed to determine intervention groups for Reading ACT.

October 2017: Reading specialist provided training on F&P assessment to 6th grade English and SPED teachers during PLC. 6th grade English and SPED teacher assessed students using F&P. Reading specialist provided Leveled Literacy Intervention (LLI) training on Oct. 9th. Data were analyzed (STAR, previous SOL scores, F&P data, and classroom data) and 6th grade students were grouped into intervention groups. 7th and 8th grade English and SPED teachers began implementing LLI with Reading ACT students near the end of quarter 1.

November 2017: 6th grade English and SPED teachers began implementing LLI with students in Reading ACT. Reading specialist began modeling/shadowing LLI lessons during Reading ACT to provide guidance and feedback on lesson implementation. An LLI follow up PD was provided on November 7th for continued guidance and training on LLI implementation.

November 2017 - Math Specialist reached out to Marcia Johnson at the division level and was provided with her work on “Cognitive Functioning
and Psychological Processes Cheat Sheet.” This will be shared with staff as additional support to provide for our students requiring services.

November 2017 - Staff conducted quarterly review on staff development day. Quarterly review entailed having teachers identify students who were struggling academically based on common assessments. Teachers divided into 3 grade levels and elective/PE teachers chose grade level based on the students they most wanted to discuss. A facilitator for each grade level led discussion with other teachers about the students identified. Grade level discussion resulted in setting a specific goal for each student along with strategies to support the student. Individual staff members were assigned to ensure the activities occurred and the goal was met. The mid year review will have the same process, with a focus on reviewing each student’s plan and possibly including additional students to the list. Students meeting their goal will no longer be on the list.

December 2017: English and SPED teachers were trained on PowerSchool. There has been continued guidance and follow up from the Reading Specialist in reading ACT. LLI is in full swing. Teachers are beginning to progress monitor students in LLI using running records.

January 2018: English and SPED teachers continue to implement LLI and progress monitor using LLI running records. Reading Specialist continues to provide guidance by modeling and observing LLI lessons. English and SPED teachers as well as the Reading Specialist began midyear F&P assessments in order to assess progress to allow for flexible grouping.

January 2018: Grade level teachers conducted mid year review to follow up on students’ progress since quarter one. Teachers from all content met and discussed strategies to help students improve as well as set up conferences with parents as needed.

February 2018: Data from F&P assessments have been analyzed. Students who have met grade level expectations will be placed on monitor status and additional students needing intervention will be placed into LLI groups.

October 2017 - The Math Specialist shared with our three paraprofessionals the Mindset video and task students were assigned from September’s monthly meeting. Paraprofessionals were also provided with the 10 cognitive reflection questions math teachers will begin to use with their students starting in October. Paraprofessionals were made aware that the 10 reflective questions could be used as cognitive check ins throughout ALL content classes they assist in.

March 2018- English and SPED teachers continue to implement LLI and progress monitor using LLI running records. Reading Specialist continues to provide guidance by modeling and observing LLI lessons.

April 2018- English and SPED teachers continue to implement LLI and progress monitor using LLI running records. Reading Specialist continues to provide guidance by modeling and observing LLI lessons.

May 2018- English and SPED teachers continue to implement LLI and progress monitor using LLI running records. Reading Specialist continues to provide guidance by modeling and observing LLI lessons.

June 2018-English and SPED teachers along with reading specialist assessed students using F&P for end of year data. Data were collected and
End of Year Summary of Goal  
(including assessments/data indicators)

**Goal 3 (Optional):** Increase scores on the Student Gallup Poll and Student Climate Surveys that are below SCPS, VA, and U.S. Averages by giving students more of a voice in school wide decisions and initiatives created to raise school spirit, broaden staff and student recognition, and implementing instruction in character education, anti-bullying, and digital citizenship.

**Reflection on Data to Justify Goal:** The Virginia Secondary School Survey results are good overall for RTMS, some areas that need improvement include social bullying and overall attitude of students toward each other. Recognition events are currently too narrow in scope to recognize the achievements of all students.

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<tbody>
<tr>
<td>Increase student input on school climate, policy, procedures, and student concerns.</td>
<td>Principal's Advisory Committee, Admin, Counseling</td>
<td>Student Survey, Principal Advisory group, meeting schedule, Gallup and Student Climate Survey Data from past 2-3 years;</td>
<td>Principal’s Advisory Committee members are identified and oriented to the group, surveyed, and given monthly meeting schedule. More student activities are in place to include all students. e.g., decorating the classroom doors with Disney and cartoon character, pep rallies, Harvest dance, staff tailgate, chili cook off, the book fair, escape rooms, Jag Jam… and more</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Increase opportunities and awareness for student and staff recognition and participation and involvement in school events.</td>
<td>NJHS, SCA, Leadership Group, Administration, Counseling, Teachers</td>
<td>Google Doc outlining both recognition activities and spirit events offered at RTMS. Student Leadership groups along with their sponsors attended the Renaissance conference at BPHS on December 8, 2017.</td>
<td>Positive phone calls and postcards. Planning and implementing at least 1 student and 1 staff spirit event per month of school including pep rally, student vs. staff competitions, staff tailgates, school spirit days / weeks. Promote school-wide events to students, teachers, and community using our video productions announcements, scrolling LED board, school website, and social media accounts. Implementation of multiple types of recognition initiatives focused on academic performance (All A and AB Honor</td>
<td>Ongoing</td>
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Roll, Gold and Silver Student awards), Citizenship (Pride, Roars, Vikki Johnson award, Rodney Thompson Award), Attendance (perfect attendance quarterly and end of year awards), and Student Achievement (individual grade level / classroom student of the month awards, Fine & performing arts recognitions, Debate, Spelling bee, science fair winner recognitions)

Implementation of the A Day for Student Recognition. Students who earn one A or more on their quarterly grading period with get a piece of candy and enter his/her name for an additional token of appreciation at the end of the day. Students’ names will be entered as many time as they have the A grade on their report cards.

**ROARS an ongoing** student recognition program that encourages students to be and do their best.

**PAWS - Positively Achieving Well Behaving Students.** This recognition is RTMS Student of the Month reward. Teachers vote on 2 students per grade level; one male and one female. Each student receives a certificate and gets the photo displayed for the month. Every quarter they are invited to a breakfast with the principal.

| Incorporation of digital citizenship lessons with our STRIVE characte | SIP Climate committee, STRIVE committee, ITRT, Teachers | Schedule of digital citizenship and STRIVE lessons offered during ACT Time | Calendar of events, lessons and related materials. Topics to include anti-bullying, character traits of the month, cyberbullying, digital footprint, and password security. | Ongoing |
August 2017: Creation of Google Doc summarizing RTMS Spirit and Recognition offerings, Gallup Poll and Student Climate Survey results summary for Staff, Poster contest information form (draft), Principal Advisory Committee decorates the school for the first day.

September 2017: ITRT developed Digital Citizenship lessons on password protection, email etiquette, digital footprint, identity & reputation protection, and an internet safety pledge which were presented to students.

September 2017: Administration and counseling had an organizational meeting with the newly formed principal’s student advisory committee. The purpose of the committee is to have a cross section of students to identify student friendly activities and generate ideas to enhance student involvement. Members of the committee decorated the school for the first day of school.

October 2017: Climate group and Admin organized and implemented the first-ever all 3 grade level pep rally. Climate group students and advisor took a field trip to NSHS to view their pep rally and get ideas. All students attended the pep rallies during their elective blocks. Events at the rally included introducing the athletes, student vs. teacher challenges, student vs. student games, and gifts / swag out to students. This will followed with a home football game students were encouraged to attend. We also had a staff tailgate / cookout during the game attended by many teachers.

October 2017: Traditional harvest dance was low in attendance in past years. This year our PTO, student groups, and teachers made it a whole school, all grade level event. We made the dance a halloween dance and had a costume contest component. We also had a staff chili cook off, opened the book fair, and had escape rooms. It was attended by over 50% of the student body.

October 2017: Red Ribbon Week activities to include spirit days, school-wide Red Ribbon picture on the football field, and lesson. Anti-bullying and digital citizenship cyberbullying lesson.

November 2017: Our counseling team offered the first ever A Day event, students brought their report cards to lunch and we had tables set up, every student who had an A, didn’t matter in which course, received a piece of candy and a good job from the counseling staff. Also for each A a student earned they received one raffle ticket and were entered in a grade level drawing for a gift card or prize. This allowed students who have only 1 or 2 a’s and don't qualify for A/B or all A honor roll to receive recognition and a prize / chance for a reward.

**ROARS an ongoing** student recognition program that encourages students to be and do their best. ROARS stands for Responsible, Organized and Prepared, Accepting of self and Others, Respectful, and Safe and Orderly. Those who received the ROARS recognition slip turn it in to counseling, their names are announced with a congratulations and great job! Every quarter, the counselors draw 3 names from each grade level and present the students with an additional token of appreciation.

**PAWS - Positively Achieving Well Behaving Students.** This recognition is RTMS Student of the Month reward. Teachers vote on 2 students per grade level; one male and one female. Each student receives a certificate and gets the photo displayed for the month.
Every quarter they are invited to a breakfast with the principal.

December 2017: The PAWS students of the month had breakfast with the principal. The students enjoyed a positive social time with one another, and with the principal, assistant principals and the counselors.

The Principal’s Advisory Committee is founded of students representatives to RTMS student body. This PAC is to consider all matters that its members deem appropriate concerning RTMS; to make proposals and recommendations to the Principal, Dr. Grider (or his Designee) to ensure that the school climate quality is always conducive to academic, personal, and social success. The PAC encourages, supports and works with other student organizations (SCA, Leadership, NJHS…), and concerned individuals in matters of common concern; and maintains close liaisons with the appropriate organizations in the educational and social communities. The committee meets the first and third Wednesday of the month during ACT.

December 2017: The Principal’s Advisory Committee members were invited to the Renaissance conference at BPHS on December 7, 2017 along with the SCA and NJHS officers. Those who attended were impressed and came back with great ideas to implement at school to increase students engagement. add student vs. teacher floor hockey, the kindness door decorating contest, and hot chocolate sales during ACT to spread holiday cheer before winter break.

Admin this year recognized teachers through a week of recognition before holiday break. This year’s theme was “Admin Elves” and each night a poem was sent to staff hinting at a gift or perk that would be enjoyed by staff the next day. Perks included jeans days, small gifts, and a snack attack breakfast cart for teachers.

January 2018: As a result of the Renaissance conference, the principal’s advisory committee groups proposed activities to boost both the students and faculty and staff spirit. For example, the morning greeters, birthday ambush, rainy day messages, positive messages on the stairs.

Recommendation for recognition among faculty and staff members using PRIDE and other methods. Recommendation to be on the rise for positive calls and emails about students to their parents.

June 13, 2018: sponsors for the principal’s advisory committee, STRIVE, and digital lessons met. The goal is for all leadership committees to work together to gather student input on school activities, climate, and student achievement incentives.

Some of the points discussed:
The main pillars for the student leadership groups are: Recognition, Reach/Connection, Respect/Communication, Action, Expectations (raising the bar). All of these are opportunities for individual growth. Start with the Glows and Grows, Growth mindset (setting goals) - sheets are to be kept by teachers for conferences (maybe student led conferences). Creating posters with positive messages.

● Student created survey at the beginning of the year to ask their suggestions
● Student climate committee meetings once a month
● Create an event that marks the beginning of the year - Retreat (games, lunch, prizes, activities & ideas), community building activities, ice
- Create a video showcasing the school and who Rodney Thompson was
- Track attendance at all activities
- Increase awareness for all school sponsored events and activities
- Increase student recognition;
  - revamping the all A and all A/B parties (certificates in place of parties)
  - increase individual classroom recognition
  - awards for attendance

- Welcome students in each homeroom - a note in synergy or a card......
- Club/groups for girl drama, friendship, respect....etc
- Create an outline for the school year
- Create a calendar for events to match school calendar and additional topics

<table>
<thead>
<tr>
<th>End of Year Summary of Goal</th>
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<tbody>
<tr>
<td>(including assessments/data indicators)</td>
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