SCPS Continuous Improvement Model

- Personalized Professional Development & Teacher Leadership
- School, Home & Community Partnerships
- College and Career Readiness
- Social-Emotional & Physical Support
- Equity and High Expectations
- Tiered Instructional Support

Student
School Improvement Plan

Your School’s Core Values/Beliefs:

We believe that…

● All children can learn and become a life-long 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.
## School Data Analysis:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, Mathematics has made progress in closing the achievement gap with our sub groups.</td>
<td>Students with disabilities are still measuring deficient in core subjects. Had a drop in the pass rate on both Math and English SOL’s.</td>
</tr>
<tr>
<td>Students with disabilities are measuring growth on multiple indicators, MAP, LLI, STAR, SOL Growth.</td>
<td>Chronic Absenteeism has increased from 4% to 6% during the last academic year.</td>
</tr>
<tr>
<td>Mentor Monday has led to increased mentorship with students and student goal setting.</td>
<td>Writing scores saw low pass rates compared to their performance in prior years.</td>
</tr>
</tbody>
</table>

### School Improvement Plan 2019-2020

**Division Expectations for goals:**
All schools will analyze and use current data from a variety of key areas to support goal rationale for the upcoming school year. Schools must have a minimum of 3 goals, based on SCPS’s Continuous Improvement Model.
- Goal #1 must specifically address School, Home, & Community Partnerships
- Goal #2 must address Social-Emotional & Physical Support
- Goal #3 must address Equity and High Expectations
Other correlates of SCPS’s Continuous Improvement Model should be embedded in each school’s SIP, as appropriate.
School, Home & Community Partnerships:

**Goal 1:** Increase our communication with home to include information about tiered instruction.
Increase student learning experiences that authentically connect home and community environments to school.

**Reflection on Data to Justify Goal:** Learning Walks 2018-2019 Data; Informal parent communication and feedback; Current research supports students learn best when experiences can be connected to the real world

<table>
<thead>
<tr>
<th>Key Strategies</th>
<th>Person(s) Responsible</th>
<th>Resources (Prof. Learning Needs/Materials)</th>
<th>Evidence (Monitoring Metrics)</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Schoolwide expectation to communicate weekly with home</td>
<td>Teachers and Staff</td>
<td>Synergy, Twitter, School Website, Facebook, RoboCall</td>
<td>Synergy communication history; parent communication log; Google email history</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Stickers in student agendas who are identified for Tier 2 or 3 instruction</td>
<td>Content Teachers</td>
<td>Stickers and Agendas; Google Sheet for weekly placement meeting</td>
<td>Stickers found in identified students’ agendas; Google Sheet attendance; Communication history between teacher and home about tiered instruction</td>
<td>Weekly</td>
</tr>
<tr>
<td>Letters sent home to parents/guardians of students receiving LLI instruction during ACT</td>
<td>Reading Specialist + English Department</td>
<td>LLI Data; STAR Data; SOL Test Scores; F&amp;P Data; Lexia</td>
<td>Running records of who letters were sent to</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Create and administer a survey to parents/homes to see how students/parents are using our communication methods and if there are better ways to help get families information.</td>
<td>Staff and Administration (C. Swain taking lead)</td>
<td>Survey format; Email addresses</td>
<td>Data from the survey</td>
<td>Survey to be administered in October 2019;</td>
</tr>
<tr>
<td>PLC’s will work to incorporate one authentic learning experience per quarter</td>
<td>Teachers and Specialists</td>
<td>Virginia View; Naviance</td>
<td>PLC’s will share at department meetings the authentic learning experiences they have created for students</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
### Midyear Progress Summary toward Goal
(including assessments/data indicators)

<table>
<thead>
<tr>
<th>Month</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>August:</td>
<td>Parent letters were sent home to all LLI students.</td>
</tr>
<tr>
<td>September:</td>
<td></td>
</tr>
<tr>
<td>October:</td>
<td></td>
</tr>
<tr>
<td>November:</td>
<td></td>
</tr>
<tr>
<td>December:</td>
<td></td>
</tr>
<tr>
<td>January:</td>
<td>Parent letters were sent home to all students receiving writing intervention for qtr 3.</td>
</tr>
<tr>
<td></td>
<td><strong>Social studies and Science:</strong> All PLC’s have provided students with authentic learning experiences this semester. Civics and 8th grade science have provided intervention for students based on CFA data. Teachers are expected and have communicated weekly to parents via synergy.</td>
</tr>
</tbody>
</table>

### End of Year Summary of Goal
(including assessments/data indicators)
**Social-Emotional & Physical Support:**

**Goal 2:** To facilitate and encourage students’ emotional and social growth, we will continue to implement and provide comprehensive recognition programs acknowledging the academic, character, behavior, and athletic achievements of each student, and provide a range of opportunities for students to develop a greater acceptance of others and of oneself.

**Reflection on Data to Justify Goal:** Gallup Poll, Anecdotal notes from counselors related to students lack of discretion and instances of anxiety, counseling visitation records, 2019 Counseling survey

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<td>Mentor Monday</td>
<td>Responsive classroom team, homeroom teachers</td>
<td>Responsive Classroom lessons; counseling lessons; digital citizenship lessons</td>
<td>Student set goals Beginning of year &amp; End of year student surveys Naviance</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Personalized intervention plans for individual students focused on each students individual needs</td>
<td>D. Smithey, Counselors, Teachers, Admin, Case Managers</td>
<td>“DGDF” “Andy Beale” Check in / Check out Mentoring Parent teacher teams</td>
<td>“Define the problem, Generate possible solutions, Develop a plan, Implement the plan, Follow up.” Positive phone calls and postcards. Support system for the students Behavior tracking, progress monitoring on student behavior</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Encourage self awareness, explore interests, and strengths for each student</td>
<td>D. Smithey, Counselors, CTE Teachers,</td>
<td>Naviance Career Pathways Explore High School and Post High School options Interest / Career inventories Self Assessments</td>
<td>Communication and exploratory tool. Classroom visits from counseling to expose students to career options Student created Naviance accounts and completed self assessment inventories.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>RTMS becoming a Military Support “Purple School”.</td>
<td>D. Smithey Counseling Administration</td>
<td>Support for military dependents</td>
<td>Veterans day luncheon Military Child recognition in April Military and new student small groups</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Recognition programs</td>
<td>Counseling Administration</td>
<td><strong>ROARS an ongoing</strong> student recognition program that encourages students to be and do their best. <strong>PAWS</strong> - Positively Achieving Well Behaving Students. This recognition is RTMS Student of the Month reward. <strong>A Day</strong> - Quarterly recognition program to acknowledge students’ effort. Every A earned is recognized</td>
<td>Ongoing</td>
<td></td>
</tr>
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</table>
**Midyear Progress Summary toward Goal**  
(including assessments/data indicators)

- Students Needs Assessment Survey (August 2019)
- Computer Sign In and Sign Out program (The sign out page has a brief evaluation)
- Student At Risk Log to prompt regular follow ups
- D&F List (quarterly) - a way to intervene to help students resolve problems that interfere with their learning

Positive phone calls and postcards - Ongoing.

Planning and implementing at least 1 student and 1 staff spirit event per month of school including:

- New Student Breakfast (September 2019)
- Pep Rally (October 2019)
- Student vs. Staff competitions
- School dance (November 15, 2019)
- Veterans’s Day Luncheon (November 8, 2019)
- A-Day (quarterly)
- All A Honor Roll Party (quarterly)
- All A and A/B Honor Roll Certificates (quarterly)

Promote school-wide events to students, teachers, and community using our video productions announcements, scrolling LED board, school website, and social media accounts. Veterans Day Luncheon.

Recognition initiatives focused on academic performance: **All A and AB Honor Roll,**
Gold and Silver Student awards),
Student Achievement (per grade level),
Classroom Student of the Month Citizenship,
Pride, Roars, Fine & Performing Arts recognitions,
Debate, Spelling Bee, Science Fair Winner Recognitions)
Vikki Johnson award, Rodney Thompson Award),

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.

**Good Friend Program** - a group of students briefed on sponsoring new students, hosting, taking them on a school tour and share with them information about school activities.
**ROARS an ongoing** student recognition program that encourages students to be and do their best

Teachers select students who fit the criteria of (Responsible, Organized, Accepting of self and others, Respectful, Safe and Orderly).

- Announce names quarterly.
- Air word, quotes, idioms... related to the word of the month
- **Word of the Month - Community Citizenship Education -** Emphasize any related character trait(s) throughout the month
- Posters in the hallways - Anti Bullying and Kindness
- Red Ribbon Week (October)
- Recognize students weekly
- Prize drawings

**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.

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**End of Year Summary of Goal**
*(including assessments/data indicators)*

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## Equity and High Expectations:

**Goal 3:** All students, at all levels of learning, will have access to curriculum and instruction that is specific to their needs.

### Reflection on Data to Justify Goal:
Analysis of gap group data from SY19

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| Create common formative assessments (CFA) with tiered levels of questioning. This will allow us to identify where students learning needs to be readdressed. | PLC, Administration Specialists                   | Examples of assessments written with a tiered progression of questions. | • All PLC will share Essential Standards (ES) to a common document.  
• Learning targets will be created for each ES to guide instruction / assessment.  
• CFA will be created for each ES and shared to ES document. | Ongoing  |
| Analyze CFA data to inform Response to Intervention processes within the classroom and within ACT. | Administration Summit Teachers RTI Coalition Specialists Special Education Teachers Resource Teachers | Procedure (Draft) for equitably sharing students during ACT time. LLI & Wilson ACT time specifically for Histories and Science classes Antonetti’s cube Rigor divide handout Task engagement rubric | • Data from CFA will be posted on Common Assessment sheet so Tier 2 students can be identified and retaught materials.  
• Enrichment materials will be created and used for successful Tier 1 students to be used during classroom small group activities.  
• Weekly PLC meeting agendas will reflect addressing tiered students’ needs.  
• Work with special education teachers to plan RTI lessons. | Ongoing  |
| Activating students’ prior knowledge to address an equitable start to their instruction. | PLC, Classroom Teachers | Questions generated in PLC to reflect vertical alignment of content and content readiness. | • Within weekly PLC agenda, teachers will note specific prior knowledge seeking questions to ask students at the beginning of a new topic. | Ongoing  |
Midyear Progress Summary toward Goal  
(including assessments/data indicators)

August:  
**English:** Reading specialist and teachers assessed students with STAR. Reading specialist analyzed reading SOL scores from last year and fall STAR scores from this year to determine which students needed to be assessed with Fountons and Pinnell (F&P). Reading specialist and English lead assessed students with F&P, and the reading specialist then triangulated data to determine LLI groupings for 6th-8th grades. English teachers began implementing daily, Tier 3 LLI instruction. SPED teachers began implementing daily, Tier 3 instruction with Wilson. Teachers were provided with a beginning of the year overview of stations and station expectations by the reading specialist. Teachers also began implementing stations for Tier 1, daily instruction in support of providing differentiation and smaller learning communities within the English classroom.

September:  
**English:** During PLCs, teachers created and analyzed CFAs to help determine/drive differentiated instruction. Teachers continued to work hard to implement station rotations daily as well as differentiation for student learning. Reading specialist observed classrooms, conferred with teachers, and modeled station rotations. Teachers also began pulling students for Tier 2 interventions during the English block. Teachers continued implementing LLI (Tier 3) daily. Reading specialist provided teacher support by observing, modeling, and shadowing teachers during LLI. SPED teachers continued to provide Tier 3 support to students using Wilson. Teachers (6th-8th) also administered the fall writing benchmark to all students. Teachers began implementing Lexia PowerUp and Lexia Core5 (Tiers 1 & 2) in station rotations to focus on comprehension, word study, and grammar.

October:  
**English:** English PLCs continued to create and analyze CFAs to help determine/drive differentiated instruction. Teachers continue to implement station rotations daily. They also continue to differentiate daily instruction and lessons. Reading specialist continues to observe classrooms, confer with teachers, and model station rotations. Teachers continue to pull students for Tier 2 instruction during their English blocks. Teachers continue to implement LLI (Tier 3) daily. Reading specialist provides teacher support by observing, modeling, and shadowing teachers during LLI. SPED teachers continue to provide Tier 3 support to students using Wilson. Teachers continue to implement Lexia PowerUp and Lexia Core5 (Tiers 1 & 2) in station rotations to focus on comprehension, word study, and grammar. Teachers participated in a vertical writing PD to gain a better understanding of scoring student writing, to calibrate scoring, and to better understand the expectations of the writing SOL.

November:  
**English:** English PLCs continued to create and analyze CFAs to help determine/drive differentiated instruction. Teachers continue to implement station rotations daily. They also continue to differentiate daily instruction and lessons. Reading specialist continues to observe classrooms and confer with teachers. Teachers continue to pull students for Tier 2 instruction during their English blocks. Teachers continue to implement LLI (Tier 3) daily. Reading specialist provides teacher support by observing, modeling, and shadowing teachers during LLI. SPED teachers continue to provide Tier 3 support to students using Wilson. Teachers continue to implement Lexia PowerUp and Lexia Core5 (Tiers 1 & 2) in station rotations with focus on comprehension, word study, and grammar. Teachers began a book study on *Notice & Note* to help with comprehension skills and strategies to include building prior knowledge or background knowledge.
December:

**English:** English PLCs continued to create and analyze CFAs to help determine/drive differentiated instruction. Teachers continue to implement station rotations daily. They also continue to differentiate daily instruction and lessons. Reading specialist continues to observe classrooms and confer with teachers. Teachers continue to pull students for Tier 2 instruction during their English blocks. Teachers continue to implement LLI (Tier 3) daily. Reading specialist provides teacher support by observing, modeling, and shadowing teachers during LLI. SPED teachers continue to provide Tier 3 support to students using Wilson. Teachers continue to implement Lexia PowerUp and Lexia Core5 (Tiers 1 & 2) in station rotations to focus on comprehension, word study, and grammar. Students were assessed with STAR and LLI to determine Tier 2 and Tier 3 support. Students were given the midyear Writing Benchmarks, and the data gained from this assessment helps drive writing instruction. Teachers and reading specialist met to review fall writing benchmark data to discuss scoring and collaboration. Teachers began sharing out and discussing chapters read on *Notice & Note.*

January:

**English:**

PLCs continued to create and analyze CFAs to help determine/drive differentiated instruction. Teachers continue to implement station rotations. They also continue to differentiate daily instruction and lessons. Reading specialist continues to observe classrooms and confer with teachers. Teachers continue to pull students for Tier 2 instruction during their English blocks. Teachers continue to implement LLI (Tier 3) daily. Reading specialist provides teacher support by observing, modeling, and shadowing teachers during LLI. SPED teachers continue to provide Tier 3 support to students using Wilson. Teachers continue to implement Lexia PowerUp and Lexia Core5 (Tiers 1 & 2) in station rotations to focus on comprehension, word study, and grammar. Students were given the midyear Writing Benchmarks, and the data gained from this assessment helps drive writing instruction.

February:

**English:**

PLCs continued to create and analyze CFAs to help determine/drive differentiated instruction. Teachers continue to implement station rotations daily. They also continue to differentiate daily instruction and lessons. Reading specialist continues to observe classrooms and confer with teachers. Teachers continue to pull students for Tier 2 instruction during their English blocks. Teachers continue to implement LLI (Tier 3) daily. Reading specialist provides teacher support by observing, modeling, and shadowing teachers during LLI. SPED teachers continue to provide Tier 3 support to students using Wilson. Teachers continue to implement Lexia PowerUp and Lexia Core5 (Tiers 1 & 2) in station rotations to focus on comprehension, word study, and grammar. Students were assessed with STAR and LLI to determine Tier 2 and Tier 3 support. Students were given the midyear Writing Benchmarks, and the data gained from this assessment helps drive writing instruction. Teachers and reading specialist met to review midyear writing benchmark data to discuss scoring. Collaboration, strengths, and next steps. Teachers continue to share out and discuss chapters read on *Notice & Note.* Mr. Archambault and the reading specialist met with each English teacher individually to discuss midyear data.

March:

**English:** PLCs continued to create and analyze CFAs to help determine/drive differentiated instruction. Teachers continue to implement station
rotations daily. They also continue to differentiate daily instruction and lessons. Reading specialist continues to observe classrooms and confer with teachers. Teachers continue to pull students for Tier 2 instruction during their English blocks. Teachers continue to implement LL1 (Tier 3) daily. Reading specialist provides teacher support by observing, modeling, and shadowing teachers during LL1. SPED teachers continue to provide Tier 3 support to students using Wilson. Teachers continue to implement Lexia PowerUp and Lexia Core5 (Tiers 1 & 2) in station rotations to focus on comprehension, word study, and grammar.

| End of Year Summary of Goal  
| (including assessments/data indicators) |