

Dixie District Schools

Ruth Rains Middle School



2019-20 School Improvement Plan

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Ruth Rains Middle School

981 SE 351 HWY, Cross City, FL 32628

<http://www.dixie.k12.fl.us>

Demographics

Principal: Christie Mcelroy

Start Date for this Principal: 7/2/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: C
School Grades History	<p>2017-18: C</p> <p>2016-17: I</p> <p>2015-16: B</p> <p>2014-15: C</p> <p>2013-14: C</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dixie County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of RRMS is to instill in our students the skills that will enable them to become productive citizens in a global society. An important key to this success lies in the commitment among school personnel, students, parents, and community members who recognize that learning is a continual, life-long process.

Provide the school's vision statement

Ruth Rains Middle School is dedicated to the education of the total child. RRMS, in partnership with families and community, will provide relevant educational opportunities and maintain high academic expectations for a diverse community of learners.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
McElroy, Christie	Principal	Christie McElroy is the principal. She is a member of the SAC team. She leads meetings with leadership teams to review progress towards the goals of the school and provides input to the School Improvement Plan.
Harden, Wendy	Guidance Counselor	Wendy Harden is the guidance counselor. She meets with teachers and students to monitor all student progress within the school. She attends SAC meetings and other school department meetings and provides input to the School Improvement Plan.
Jones, Anne	Instructional Coach	Anne Jones is the instructional/reading coach. She is a member of the SAC team, attends school department meetings and provides input to the School Improvement Plan, as well as assists in writing the SIP. She is the head of the Reading Department.
Martin, Jamie	Assistant Principal	Jamie Martin is the assistant principal. He attends SAC meetings and other school department meetings and provides input to the SIP.
Cave, Shari	Teacher, K-12	Shari Cave is a 6th grade Math teacher. She attends SAC meetings and school department meetings and provides input to the SIP. She is the 6th grade level chairperson.
Eastridge, Tyler	Teacher, K-12	Tyler Eastridge is a 7th grade Civics teacher. He attends SAC meetings and school department meetings and provides input to the SIP. He is the 7th grade level chairperson and Social Studies chairperson..

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	183	167	158	0	0	0	0	508
Attendance below 90 percent	0	0	0	0	0	0	31	48	35	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	29	55	65	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	0	0	40	28	62	0	0	0	0	130
Level 1 on statewide assessment	0	0	0	0	0	0	43	45	67	0	0	0	0	155

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	31	27	46	0	0	0	0	104

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	5	10	5	0	0	0	0	20

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Tuesday 10/15/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	27	33	44	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	7	65	62	0	0	0	0	134
Course failure in ELA or Math	0	0	0	0	0	0	29	22	41	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	0	0	0	40	86	53	0	0	0	0	179

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	28	44	30	0	0	0	0	102

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	27	33	44	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	7	65	62	0	0	0	0	134
Course failure in ELA or Math	0	0	0	0	0	0	29	22	41	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	0	0	0	40	86	53	0	0	0	0	179

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	28	44	30	0	0	0	0	102

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	48%	54%	48%	48%	53%
ELA Learning Gains	52%	52%	54%	52%	52%	54%
ELA Lowest 25th Percentile	44%	44%	47%	50%	50%	47%
Math Achievement	45%	45%	58%	36%	36%	58%
Math Learning Gains	58%	58%	57%	42%	42%	57%
Math Lowest 25th Percentile	52%	52%	51%	44%	44%	51%
Science Achievement	38%	38%	51%	45%	45%	52%
Social Studies Achievement	67%	67%	72%	76%	76%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	183 (0)	167 (0)	158 (0)	508 (0)
Attendance below 90 percent	31 (27)	48 (33)	35 (44)	114 (104)
One or more suspensions	29 (7)	55 (65)	65 (62)	149 (134)
Course failure in ELA or Math	40 (29)	28 (22)	62 (41)	130 (92)
Level 1 on statewide assessment	43 (40)	45 (86)	67 (53)	155 (179)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	54%	0%	54%	0%
	2018	40%	40%	0%	52%	-12%
Same Grade Comparison		14%				
Cohort Comparison						
07	2019	42%	42%	0%	52%	-10%
	2018	44%	44%	0%	51%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		2%				
08	2019	43%	43%	0%	56%	-13%
	2018	53%	53%	0%	58%	-5%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	42%	42%	0%	55%	-13%
	2018	16%	16%	0%	52%	-36%
Same Grade Comparison		26%				
Cohort Comparison						
07	2019	43%	43%	0%	54%	-11%
	2018	40%	40%	0%	54%	-14%
Same Grade Comparison		3%				
Cohort Comparison		27%				
08	2019	27%	27%	0%	46%	-19%
	2018	28%	28%	0%	45%	-17%
Same Grade Comparison		-1%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	35%	35%	0%	48%	-13%
	2018	44%	44%	0%	50%	-6%
Same Grade Comparison		-9%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	65%	0%	71%	-6%
2018	69%	69%	0%	71%	-2%
Compare		-4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	54%	33%	61%	26%
2018	83%	50%	33%	62%	21%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	45%	-45%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	42	39	23	47	49	19	34			
BLK	33	42		33	50	50	17				
HSP	38	50		29	41			40			
MUL	56	56		61	71						
WHT	49	53	46	46	59	54	39	70	65		
FRL	44	49	42	41	56	56	35	62	56		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	42	42	23	46	38	27	52			
BLK	19	59	82	17	32	27	17	80			
HSP	38	21		25	36						
MUL	75	55		50	18						
WHT	49	53	47	37	44	46	48	74	59		
FRL	45	50	49	34	41	41	43	75	46		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	52

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Pre-Alg in 8th grade showed the lowest performance. All level 3s and above are placed in Alg 1 in 8th grade and thus all students in pre-alg are struggling students. More support is needed to get these students on grade level as they approach the must pass EOC in 9th grade.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science showed the greatest decline from the previous year. There were instructional/ personnel issues which resulted in dismissal of a teacher. We had a sub in the classroom for the entire year as a certified science teacher was unable to be found.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Science had the greatest gap when compared to the state average. We had personnel issues and were unable to find a certified science teacher.

Which data component showed the most improvement? What new actions did your school take in this area?

7th grade math showed the most improvement. The school was able to secure certified math teachers that stayed in place the entire year. Learning gains were made by 73% of 7th grade students and eliminated the issue from 6th grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance remains a critical concern for Ruth Rains Middle School, as well as the performance of our SWDs and African American students. We are looking closely at these subgroups and have put some things in place to help provide the academic support needed. We are using positive incentives and restorative practice to build a sense of community to improve attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase proficiency in 8th grade Science.
2. Decrease gap between SWDs and general ed students
3. Increase math proficiency for 8th grade
4. Increase learning gains in ELA for bottom quartile
5. Increase ELA proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase math proficiency for 8th grade
Rationale	Students in 8th grade math are students who earned a level 1 or 2. Students need increased support to gain the skills needed to increase proficiency.
State the measureable outcome the school plans to achieve	Students in 8th grade math will increase proficiency by 5% on the 2020 8th grade math assessment
Person responsible for monitoring outcome	Christie McElroy (christiemcelroy@dixie.k12.fl.us)
Evidence-based Strategy	Push-in support is being provided to identify gaps utilizing i-Ready. Students use i-Ready diagnostic and remediation and are provided support to lift blocks as well as tools to differentiate instruction.
Rationale for Evidence-based Strategy	In reviewing the FSA data and i-Ready data from last year, students were significantly below. i-Ready has tools to help a teacher differentiate instruction and close gaps.
Action Step	
Description	<ol style="list-style-type: none"> 1. All students will take the i-Ready Diagnostic. 2. All students will participate in weekly i-Ready lessons. 3. Teachers will identify students with blocks or who are working below grade level. 4. Additional support will be provided to students who are struggling in the i-Ready lab and before or after school. 5. Students will take mid-year diagnostic and be monitored closely by push-in teacher. 6. Before and after school tutoring will be provided.
Person Responsible	Christie McElroy (christiemcelroy@dixie.k12.fl.us)

#2	
Title	Increase Reading proficiency
Rationale	Students in the bottom quartile, SWDs, Black/African America, and Hispanic have not shown learning gains or proficiency and our FSA scores are below state average.
State the measureable outcome the school plans to achieve	Increase overall student achievement in FSA proficiency to 55%, learning gains to 57% and lower quartile learning gains to 50%. Increase SWD, Black/African American, and Hispanic subgroups above the Federal Index of 41%.
Person responsible for monitoring outcome	Anne Jones (staceyjones@dixie.k12.fl.us)
Evidence-based Strategy	i-Ready diagnostic and weekly lessons differentiated. Use of DBQs in social studies, ELA, and Reading classes. Standards based instruction - utilizing curriculum maps and pacing
Rationale for Evidence-based Strategy	We needed to develop a road map with pacing guide to keep us on the right path. In addition, students needed a foundation of informational text and vocabulary that could be provided through the DBQs. Finally, i-Ready diagnostic identifies students' needs and provided differentiated instruction and support for teachers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize i-Ready Diagnostic 2. Implement i-Ready weekly in reading classes 3. Professional Development for DBQs 4. Implement DBQs 5. Complete and implement curriculum maps and pacing guides with the support of NEFEC
Person Responsible	Anne Jones (staceyjones@dixie.k12.fl.us)

#3	
Title	Increase student engagement
Rationale	RRMS decreased referrals over the past year, however we still have approximately 700 referrals. This contributed to non-engagement of students. Teachers need tools and positive reinforcement in the classroom in order to increase student engagement and decrease referrals.
State the measureable outcome the school plans to achieve	RRMS will decrease referrals by 50% in the 2019-20 school year.
Person responsible for monitoring outcome	Jamie Martin (jamiemartin@dixie.k12.fl.us)
Evidence-based Strategy	RRMS will utilize positive behavior strategies through a schoolwide point system. Teachers and staff will award points for desired behaviors.
Rationale for Evidence-based Strategy	Students respond to competition and positive incentives. We will teach and recognize desired behaviors.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train new teachers using Stand Tall Steve, Harry Wong, and Teach Like a Champ 2.0 materials 2. Establish grade level teams. 3. Create reward system for recognition 4. Teach desired behaviors through restorative practices 5. Recognize and reward desired behaviors
Person Responsible	Jamie Martin (jamiemartin@dixie.k12.fl.us)

#4

Title	Increase Science and Civics proficiency
Rationale	Science proficiency was extremely below state average. Civics proficiency dipped below state average in 2019. All subgroups scores below in these areas.
State the measureable outcome the school plans to achieve	Increase overall student achievement in Science to 55% and Civics to 75%. Increase SWD, Black/African American, and Hispanic subgroups above the Federal Index of 41%.
Person responsible for monitoring outcome	Christie McElroy (christiemcelroy@dixie.k12.fl.us)
Evidence-based Strategy	Develop and utilize curriculum map and pacing guide for grade 6-8 Science. Utilize progress monitoring and data chats to provide feedback to students. Implement Civics curriculum map and provide remediation to students in need throughout the school year.
Rationale for Evidence-based Strategy	Students must be provided rigorous curriculum and exposed to all standards. According to TTNP, we must set high expectations and provide support for students who struggle.

Action Step

Description	<ol style="list-style-type: none"> 1. Develop and implement curriculum map for grades 6-8 Science with support of NEFEC. 2. NEFEC science coaching of new science teachers. 3. Utilize progress monitoring tools for Civics. 4. Provide tutoring during the school day as gaps emerge. 5. Provide professional development for teachers.
Person Responsible	Christie McElroy (christiemcelroy@dixie.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

See Parent Involvement Plan for RRMS.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Ruth Rains Middle School recognizes that the middle school years can be a difficult and emotional transitional period for students. Students this age have many social-emotional needs, which we strive to meet. Our guidance office has an open door policy and regularly counsels and mentors students, addressing a wide range of topics. At any given time you may find our guidance counselor counseling kids who have been bullied, who are bullies, who have lost a parent, who are homeless, who don't have a warm jacket for cold days, who are absent regularly, or who are at risk for failure. In addition to doing individual counseling, our guidance counselor goes in classrooms and talks with the kids about a wide variety of topics including bullying, social media and cyberbullying, staying in school, student success issues, peer pressure, etc. In addition to the aforementioned services our guidance office also offers students and parents information about various other services provided by our school district or Title I office, including information and pamphlets about local mental health counseling services, when necessary.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To assist incoming 6th graders, RRMS hosts a "Tour the Middle School" day. 5th graders come over with their teachers for an indepth introduction to RRMS. The principal talks to the 5th graders about middle school expectations, followed by a question and answer session. Students are then taken on a tour of the school campus. Pamphlets are also sent home with incoming 6th graders and their parents describing the challenges of transitioning to middle school and how to help kids adjust. RRMS also hosts an open house/meet your teachers night.

To assist outgoing 8th graders the guidance dept. from the high school visits our campus to talk to the students about the many challenges, demands and responsibilities they will face in high school, followed by a question/answer session. They assist outgoing 8th graders in creating their 9th grade class schedules, as well as offer an incoming freshman parent orientation night.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team uses a data-based method to identify and monitor the students identified "at risk".

Title I contributes to the reading programs at RRMS with professional development, equipment, software and salaries-Caro Anne Forehand

Title II provides training during the summer and throughout the school year on an as

needed basis-Carol Anne Forehand

Title X - Homeless - District Homeless Coordinator works to identify homeless children-

SAI - Provide supplemental intensive instruction to students who have scored low on FSA.

Violence Prevention Program - there is a full time resource officer at RRMS-Samantha Polevere

Nutrition Programs - RRMS school lunchroom provides free breakfast and lunch for 100% of our students-Linda Fowler

Housing Programs - available in our community

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

RRMS uses several methods to advance college and career awareness through our wheel classes in grades 6-8. Our introduction to agriculture class, which is offered in both 6th and 7th grade, introduces students to a wide variety of careers that can be found within the field of agriculture. Students may also join the FFA (Future Farmers of America) organization on campus where they can participate in many different events and competitions related to the field of agriculture. Our health class, which is offered in 6th and 7th grade, teaches students about personal health as well as various health related careers and often brings in guest speakers who share more information on the subject. Our 8th grade classes participate in a course called Coding Fundamentals. The purpose of this course is to assist information technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in their career cluster. Our intention is that through completing these clusters, students will be better able to choose a pathway in high school that will lead them to a viable career path after high school/college.

Part V: Budget			
1	III.A	Areas of Focus: Increase math proficiency for 8th grade	\$0.00
2	III.A	Areas of Focus: Increase Reading proficiency	\$0.00
3	III.A	Areas of Focus: Increase student engagement	\$0.00
4	III.A	Areas of Focus: Increase Science and Civics proficiency	\$0.00
Total:			\$0.00