

Radcliff Middle School Implementation and Impact Check

Red = more work needed

Black = moderately effective

Blue = very effective

Obj. Label	Strategy / Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Comments
A1	a. The Radcliff Middle School principal will have ongoing discussions concerning horizontal alignment with the schools which feed into and receive students from RMS.	a. Curriculum overlaps and topics, redundancy of content skills, and curriculum gaps will be eliminated.	This objective is only partially being met. Though some collaboration takes place at ALM's, more time for collaboration among teachers within a feeder system is essential.
	b. Teachers will meet annually in departments to review and revise curriculum maps.	b. Curriculum overlaps and topics, redundancy of content skills, and curriculum gaps will be eliminated.	Departmental meetings need to be more frequent, maps need more frequent monitoring, and greater collaboration among departmental members needs to be fostered.
	c. Annual training will be provided to all new staff members regarding the development of and appropriate use of the school curriculum, curriculum maps, and Kentucky's standards-based documents.	c. Classroom instruction will be conducted from a curriculum map.	Each year, PD time has been allotted for curriculum mapping for all faculty members; however, inconsistent and improper monitoring and follow-up by both teachers and administrators have diminished the effectiveness of the maps.

A2	<p>a. Rubrics, scoring guides, benchmarks, and models of acceptable student work will be developed and used consistently. These materials will be shared with students and parents.</p> <p>b. Samples of student work will be analyzed in departmental meetings (including special education teachers) to determine instructional modifications that are needed to get all students to proficient.</p> <p>c. End of unit assessments will include math multiple choice questions, computational problems and at least one open response question. (NCLB Tier II)</p>	<p>a. Students will receive expectations and samples of quality student work as documented from lesson plans.</p> <p>b. Student work will show increases in the number of students demonstrating proficiency on classroom assessments as documented from the analysis of student work.</p> <p>c. Analysis of student assessments will reflect an increase in student proficiency on authentic assessments in Math.</p>	<p>Most teachers are effectively using these tools to impact instruction and elicit desired student work; however, more attention needs to be focused on sharing these tools and product outcomes with student and parents.</p> <p>Analysis of student work has proven effective in the past. It has not been effectively utilized this year, but will be stressed and its implementation monitored more closely.</p> <p>This strategy has shown success and will be expanded to all subject areas, not just math.</p>
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A2	d. Analysis of the Measures of Academic Progress (MAP) assessment will be utilized to identify curriculum gaps and to modify instructional plans to meet the individual needs in math. (NCLB Tier II)	d. Lesson plans and walk through observations will document that a variety of instructional strategies are being utilized to address individual student gaps. End of year MAP assessments will indicate that students have met individual RIT score goals in math.	This has not been effectively utilized prior to this year; however, thanks to expanded training from the district level and greater depth to reports generated, the process's use is expanding for grouping and other activities to better facilitate differentiated instruction. More support and training for classroom teachers is needed to assist in this expansion.
A3	<p>a. Teachers will receive professional development training in instructional strategies. (NCLB Tier II)</p> <p>b. Embedded professional development throughout the year will be delivered in faculty meetings, team meetings, and department meetings.</p> <p>c. Teachers will receive professional development training in writing and scoring portfolios.</p> <p>d. Teachers will incorporate consistent practice of on-demand writing and open response questions.</p>	<p>a. Classroom instruction will be conducted from a structured lesson delivery format that will assist in providing instruction that meets the needs of the diverse population.</p> <p>b. Classroom instruction will be conducted using effective, varied and age appropriate instructional strategies.</p> <p>c. Student work will show increased proficiency in writing skills on classroom and state assessments.</p> <p>d. Student work will show increases in the</p>	<p>New instructional strategies are modeled at faculty meetings and through more traditional PD sessions. Positive feedback has been given from those who try the new strategies. More consistency and willingness to try these are needed.</p> <p>Information gleaned in an embedded PD is more apt to be utilized than information gleaned in a standard "sit and get" PD session. We will use this format more in the future.</p> <p>We do complete trainings and updates yearly. This has the potential to have a positive impact on writing if the process is used as analysis.</p> <p>We do require these formats and are working to improve monitoring and feedback. We hope to see more positive results as this becomes intrinsic.</p>

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A3	e. Students who participate in the Title I PLATO Lab will receive integrated technology skill instruction.	e. Student work will show an increased number of students demonstrating content area skill mastery and technology skill attainment.	The PLATO lab has been beneficial for those who have utilized it. We are working to promote greater utilization by offering embedded PD and demonstration.
	f. The Extended School Service Program (ESS) will target students for improvement of their math as first priority then other core content areas as determined by need. (NCLB Tier II)	f. Students participating in the ESS program will demonstrate an increase in mastery of content on classroom and state assessments.	We have had positive feedback concerning our efforts so far. We'll know more after spring MAP testing and the 2007 KCCTS.
	g. A daytime waiver for ESS will be utilized to provide support in mathematics. (NCLB Tier II)	g. Student proficiency skills in mathematics will increase as measured by analysis of classroom assessments, analysis of student work, MAP scores, and state assessment scores.	Our daytime waiver math instructor is getting positive reviews from our math staff. The true impact will be measured after spring MAP testing and the 2007 KCCTS.
	h. Individualized tutoring in math will be provided to targeted students. (NCLB Tier II)	h. Targeted students will increase their level of math proficiency as measured by entry and exit RIT levels, classroom performance, and state assessment performance.	This has not been utilized as widely this year as last year, but we are hoping the daytime waiver position will yield positive results.

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A3	i. The instructional focus for the Title I program will be math, reading, and writing across the curriculum. (NCLB Tier II)	i. Students will enhance their math, reading, and writing skills through the use of the PLATO program.	We are making progress to ensure that students have access to personnel and resources to help bridge gaps in instruction in these areas.
	j. Every teacher will be trained to implement the Literacy First process in Content Areas. (NCLB Tier II)	j. Students will actively participate in the Literacy First process.	We have now trained 2/3 of the staff. The rest of the staff will be trained and will be implementing the program in 2007-08.
A4	a. Students will participate in the Read and Write Gold program. (NCLB Tier II)	a. The number of students demonstrating proficiency on state and classroom assessments will increase and the achievement gap in reading will decrease as evidenced by KCCTS results.	This assistive program is very beneficial. We are working to promote greater use by all staff.
	b. Every teacher will stress reading every day including higher interest reading for boys. (NCLB Tier II)	b. The number of students demonstrating proficiency on state and classroom assessments will increase and the achievement gap in reading will decrease as evidenced by KCCTS results.	Though staff cuts prevented us from having every teacher teach a reading class this year, reading in all areas is still a focus.

A 5	a. Students will participate in a school-wide on-demand writing twice a grading period with the students deciding on the writing ideas.	a. Students will demonstrate increased proficiency on classroom and state assessments and the gaps will be reduced as evidenced by KCCTS results.	On demand writing is required to take place in all content areas. The teachers have been instructed to offer students a choice of topics. We are working on developing a better system for monitoring its widespread implementation.
A6	a. Extended School Services will be expanded to include a daytime waiver program to target students for additional instruction in deficient skills. (NCLB Tier II)	a. The number of students demonstrating proficiency on state and classroom assessments will increase.	We do have a daytime waiver person for math this year. The instructor did not start until January because of the difficulty of finding a qualified part-time math instructor.
A7	a. RMS has accepted the role of an Inclusion Model School. (NCLB Tier II) b. FM Soundfield Systems will be placed in all classrooms. c. Students with disabilities will participate in the SRA reading and math program. (NCLB Tier II)	a. The number of students with disabilities receiving instruction in collaborative settings will increase. b. Students will receive instruction in a learning environment with optimal sound. c. Students with disabilities will demonstrate an increase in reading and math scores on SRA post tests.	The majority of our students are in collaborative settings rather than resource setting to ensure full exposure to all content. All classes have this capability, and it has proven very helpful to teachers. Our special education reading resource classes are not fully implementing the SRA program. We are looking for an alternative program.

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B 4	a. Develop and implement a school public relations plan to celebrate student successes.	a. Students will be aware of quality work and that quality work is valued.	A Public Relations Committee was established, but it has not reached full effectiveness yet.
B 5	a. Parents will be given the opportunity to serve on school committees and participate in various school-related activities. b. Title I, ESS and the Youth Service Center (YSC) staff will assist parents of at-risk students in helping their children become more successful students by providing training opportunities for parents throughout the year.	a. Parents will become more actively involved in day-to-day activities. b. Communication between the school and parents will improve as evidenced by attendance logs and parent surveys.	Parents are encouraged to join committees and solicited through numerous way; however, our actual parent involvement is very minimal, which is an area of concern. Programs are offered to assist parents. This has helped strengthen the bond between the school and parents.
B 6	a. Professional Development will be conducted throughout the year in faculty meetings, team meetings, department meetings, and in the classroom. b. Professional Development training will be conducted on analyzing student work.	a. Classroom instruction will be conducted using effective, varied, and age appropriate strategies. b. Teachers will make instructional modifications that are necessary to get all students to proficient.	Faculty meetings, team meetings and departmental meetings have been utilized to introduce new strategies for implementation with some positive results. This has been formally conducted in previous years. The Leadership Team has recognized the need for more training and implementation this year.

C 9	<p>c. Professional Development will be conducted on multiculturalism.</p> <p>a. Teachers will receive professional development training in data analysis and interpretation for use in decision-making processes during departmental and team meetings.</p>	<p>c. All students will receive equitable and quality education.</p> <p>a. Instructional modifications that are needed to get all students to proficient will be made.</p>	<p>There was a "sit and get" PD this summer that addressed bridging achievement gaps. More PD will be offered in 2007-08.</p> <p>We completed data disaggregation for the first time in departmental settings this year with departments responsible for developing strategies for improvement. Hopefully, we will see results from this in-depth analysis on the 2007-08 KCCTS. We do need to work on efficient ways to monitor implementation of the strategies developed.</p>
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