

Fairfax County Public Schools

School Improvement Plan 2005 – 2007

Rachel Carson Middle School Cluster VIII



August F. Frattali, Principal

Committee Members

Committee Chair: Chris Summers

Principal: August F. Frattali

Name	Position
Ellen Bickford	Read 180 Teacher
Jim Bogert	Math Department. Chair
Shawn Brown	Assistant Principal
Lisa Browning	Parent/PTA President
Carole Burk	Guidance Counselor
Allison Carey	English Department Chair
Chad Clayton	Special Education Department Chair
August Frattali	Principal
Steve Holmlund	School-Based Technology Specialist
Adrea Jackson	8 th grade Student
Elena James	ESOL Department Chair
Chinmay Patwardhan	7 th grade Student
Louise Porter	Assistant Principal
Gordon Stokes	Social Studies Department Chair
Chris Summers	Social Studies Teacher
Debby Surniak	Science Department Chair
Scott Tanguay	8 th grade Student
Gabi Taweel	7 th grade Student
Marie Thomas	8 th Grade Parent
Cheryl Weaver	Director of Student Services

School Mission Statement

Virginia Board of Education Mission

The primary mission of Virginia's public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens. Therefore, the mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and academic achievement.

Fairfax County Public Schools Vision and Mission Statement:

The vision of Fairfax County Public Schools is "to provide a gifted-quality education to every child in an instructional setting appropriate for his or her need." The vision is supported by a mission "to educate all students to meet high academic standards and to prepare all students to be responsible citizens in the 21st century."

School Vision and Mission Statement:

The Rachel Carson Middle School community is committed to the achievement of academic and personal excellence for all students within a safe and nurturing environment. Students, staff, and parents will: treat one another with dignity, respect our environment, embrace diversity, and develop character which merits trust and honor.

Rachel Carson Middle School's Core Beliefs:

- The staff, students, and parents are empowered.
- Every child feels known and understood.
- It is safe to speak, to risk, to create.
- We listen and value one another's ideas.
- We celebrate each other's success.
- Trust and respect are seen here.
- Classrooms are real-world experiences.
- Students and parents are supported so all children succeed.
- We make a difference.
- Students feel a sense of competence, accomplishment, and self-worth.

School's Mantra:

*Let us constantly juxtapose the way things are with
fresh visions of what they might become.*

–Roland Barth

School Demographics

Category	June 2003		June 2004		June 2005	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	187	17.79	229	20.80	231	21.12
BLACK (NOT OF HISPANIC ORIGIN)	64	6.09	59	5.36	71	6.49
HISPANIC	46	4.38	53	4.81	55	5.03
WHITE (NOT OF HISPANIC ORIGIN)	721	68.60	704	63.94	676	61.79
OTHER	33	3.14	56	5.09	61	5.58
	1,051		1,101		1,094	
GENDER						
FEMALE	519	49.38	548	49.77	532	48.63
MALE	532	50.62	553	50.23	562	51.37
	1,051		1,101		1,094	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT	981	93.34	1,041	94.55	1,028	93.97
LIMITED ENGLISH	70	6.66	60	5.45	66	6.03
	1,051		1,101		1,094	
LIMITED ENGLISH LEVELS						
LA-DEVELOPING LITERACY SKILLS	0	0.00	2	3.33	0	0.00
A-BEGINNING ESOL-NOT PROF IN ENG	8	11.43	6	10.00	10	15.15
B1-INT ESOL - LIMITED PROF IN ENG	13	18.57	9	15.00	9	13.64
B2-ADV ESOL-LIMITED ENG RD/WRT SKL	21	30.00	21	35.00	21	31.82
B3-ACHIEVING ENGLISH PROFICIENCY	28	40.00	22	36.67	26	39.39
	70		60		66	
FEE WAIVER						
NO FEE WAIVER	961	91.44	1,034	93.91	1,021	93.33
FREE OR REDUCED FEES	90	8.56	67	6.09	73	6.67
	1,051		1,101		1,094	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	536	51.00	390	35.42	335	30.62
GIFTED CENTER	200	19.03	230	20.89	255	23.31
GIFTED SCHOOL-BASED	178	16.94	372	33.79	375	34.28
SPECIAL EDUCATION LEVEL 1	55	5.23	58	5.27	55	5.03
SPECIAL EDUCATION LEVEL 2	89	8.47	72	6.54	92	8.41
SPECIAL EDUCATION SERVICE						
AUTISM	0	0.00	0	0.00	10	6.80
EMOTIONAL DISABILITIES	10	6.94	5	3.85	9	6.12
LEARNING DISABILITIES	121	84.03	105	80.77	109	74.15
MILD RETARDATION	3	2.08	5	3.85	5	3.40
PHYSICAL DISABILITIES	1	0.69	1	0.77	0	0.00
SPEECH/LANGUAGE IMPAIRMENT	9	6.25	14	10.77	14	9.52
	144		130		147	
MOBILITY						
MOBILITY RATE		8.04		7.86		7.38

Adequate Yearly Progress (AYP) Report

School Year: 2005 - 2006 based on data from 2004 - 2005

State: Virginia

Division: 029 - FAIRFAX CO PBLC SCHS

School: 2222 - CARSON MIDDLE

Not Title I - Not Title I

AYP Overall Status This Year Made AYP

Last Year: Made AYP

Other Academic Indicator: Attendance

Small N Status: Not Small N

Small N Value: 50

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
English Participation	All Students	3-year	1633	1645	99.27%	95%	Yes
		Current	577	576	100.17%	95%	Yes
	Black Students	3-year	96	97	98.96%	95%	Yes
		Current	36	36	100.00%	95%	TS
	Hispanic Students	3-year	70	77	90.90%	95%	No
		Current	33	34	97.05%	95%	TS
	Limited English Proficient Students	3-year	132	143	92.30%	95%	No
		Current	60	59	101.69%	95%	Yes
	Students Identified as Disadvantaged	3-year	103	101	101.98%	95%	Yes
		Current	44	42	104.76%	95%	TS
	Students with Disabilities	3-year	216	217	99.53%	95%	Yes
		Current	72	72	100.00%	95%	Yes
	White Students	3-year	1075	1077	99.81%	95%	Yes
		Current	345	344	100.29%	95%	Yes
English Performance	All Students	3-year	1487	1612	92.24%	65%	Yes
		Current	541	566	95.58%	65%	Yes
		Previous	502	546	91.94%		
	Black Students	3-year	71	93	76.34%	65%	Yes
		Current	26	34	76.47%	65%	TS
		Previous	22	27	81.48%		
	Hispanic Students	3-year	54	64	84.37%	65%	Yes
		Current	26	29	89.65%	65%	TS
		Previous	23	26	88.46%		
	Limited English Proficient Students	3-year	87	118	73.72%	65%	Yes
		Current	42	49	85.71%	65%	TS
		Previous	34	47	72.34%		
	Students Identified as Disadvantaged	3-year	70	90	77.77%	65%	Yes

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
		Current	30	35	85.71%	65%	TS
		Previous	21	26	80.76%		
	Students with Disabilities	3-year	140	215	65.11%	65%	Yes
		Current	55	72	76.38%	65%	Yes
		Previous	49	70	70.00%		
	White Students	3-year	1008	1072	94.02%	65%	Yes
		Current	333	344	96.80%	65%	Yes
		Previous	341	362	94.19%		
Mathematics Participation	All Students	3-year	2679	2691	99.55%	95%	Yes
		Current	963	963	100.00%	95%	Yes
	Black Students	3-year	128	129	99.22%	95%	Yes
		Current	47	47	100.00%	95%	TS
	Hispanic Students	3-year	86	91	94.50%	95%	Yes
		Current	40	40	100.00%	95%	TS
	Limited English Proficient Students	3-year	183	193	94.81%	95%	Yes
		Current	86	86	100.00%	95%	Yes
	Students Identified as Disadvantaged	3-year	126	127	99.21%	95%	Yes
		Current	44	44	100.00%	95%	TS
	Students with Disabilities	3-year	248	250	99.20%	95%	Yes
		Current	84	84	100.00%	95%	Yes
	White Students	3-year	1741	1742	99.94%	95%	Yes
		Current	575	575	100.00%	95%	Yes
Mathematics Performance	All Students	3-year	2589	2665	97.14%	63%	Yes
		Current	932	957	97.38%	63%	Yes
		Previous	860	880	97.72%		
	Black Students	3-year	106	125	84.80%	63%	Yes
		Current	37	45	82.22%	63%	TS
		Previous	32	35	91.42%		
	Hispanic Students	3-year	68	81	83.95%	63%	Yes
		Current	31	37	83.78%	63%	TS
		Previous	30	31	96.77%		
	Limited English Proficient Students	3-year	157	176	89.20%	63%	Yes
		Current	72	80	90.00%	63%	Yes
		Previous	50	56	89.28%		
	Students Identified as Disadvantaged	3-year	101	119	84.87%	63%	Yes
		Current	34	41	82.92%	63%	TS

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
		Previous	29	34	85.29%		
	Students with Disabilities	3-year	201	247	81.37%	63%	Yes
		Current	67	84	79.76%	63%	Yes
		Previous	74	83	89.15%		
	White Students	3-year	1706	1739	98.10%	63%	Yes
		Current	566	575	98.43%	63%	Yes
		Previous	562	574	97.90%		
Science Performance	All Students	Current	545	565	96.46%	70%	NA
		Previous	517	530	97.54%		
	Black Students	Current	28	33	84.84%	70%	NA
		Previous	25	26	96.15%		
	Hispanic Students	Current	21	29	72.41%	70%	NA
		Previous	21	22	95.45%		
	Limited English Proficient Students	Current	42	49	85.71%	70%	NA
		Previous	29	31	93.54%		
	Students Identified as Disadvantaged	Current	31	35	88.57%	70%	NA
		Previous	20	22	90.90%		
	Students with Disabilities	Current	56	72	77.77%	70%	NA
		Previous	62	70	88.57%		
	White Students	Current	338	344	98.25%	70%	NA
		Previous	354	362	97.79%		
Attendance Rate	All Students	Current			96.74%	94%	Yes
		Previous			96.65%		
	Black Students	Current			96.59%	94%	Yes
		Previous			95.71%		
	Hispanic Students	Current			95.32%	94%	Yes
		Previous			95.82%		
	Limited English Proficient Students	Current			96.93%	94%	Yes
		Previous			95.69%		
	Students Identified as Disadvantaged	Current			94.85%	94%	Yes
		Previous			94.41%		
	Students with Disabilities	Current			95.95%	94%	Yes
		Previous			95.41%		
	White Students	Current			96.44%	94%	Yes
		Previous			96.37%		

Divisionwide Strategic Goals 2004-2006

The Fairfax County School Board is committed to increasing the academic achievement of all students, including the achievement of students with disabilities, and reducing the gap between students who are Black, Hispanic, or economically disadvantaged and the total student population.

STRATEGIC GOAL 1: All students will meet academic performance standards at benchmarked grade levels.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
1	All students will be reading at or above grade level by the end of second grade.	1.1	94 percent or more of second graders, excluding students with disabilities and limited English proficient (LEP) students, will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	94 percent or more of second graders, excluding students with disabilities and limited English proficient (LEP) students, will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.2	54 percent of second grade limited English proficient (LEP) students will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	55 percent of second grade limited English proficient (LEP) students will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.3	51 percent of second grade students with disabilities will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	52 percent of second grade students with disabilities will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.4	The gap between economically disadvantaged second grade students reading at or above grade level and other students will be lowered by 5 percent.	The gap between economically disadvantaged second grade students reading at or above grade level and other students will be lowered by 5 percent.
2	All schools will meet Virginia accreditation and No Child Left Behind Adequate Yearly Progress standards.	2.1	95 percent of general education schools will meet or exceed the Virginia Standards of Accreditation.	96 percent of general education schools will meet or exceed the Virginia Standards of Accreditation.
		2.2	60 percent of non-Title I schools will meet Adequate Yearly Progress (AYP) as determined by the No Child Left Behind standards.	65 percent of non-Title I schools will meet Adequate Yearly Progress (AYP) as determined by the No Child Left Behind standards.
		2.3	50 percent of Title I schools will meet Adequate Yearly Progress.	55 percent of Title I schools will meet Adequate Yearly Progress.
		2.4	Provide student academic achievement and demographic data to FCPS teacher leaders in support of No Child Left Behind, by expanding access and training of the Education Decision Support Library (EDSL) to 2,000 teachers and staff.	Provide student academic achievement and demographic data to FCPS teacher leaders in support of No Child Left Behind, by expanding access and training of the Education Decision Support Library (EDSL) to 3,000 teachers and staff.

STRATEGIC GOAL 1: All students will meet academic performance standards at benchmarked grade levels.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
4	All grade 11 students will have the required verified credits for graduation by the end of 11th grade.	4.1	90 percent of the class of 2006 will have the required verified credits for graduation by the end of 11th grade.	92 percent of the class of 2007 will have the required verified credits for graduation by the end of 11th grade.
8	The reading and mathematics Standards of Learning (SOL) scores for all grade eight students will increase.	8.1	All subgroup reading scores below the FCPS average SOL reading score will increase by 2 percent.	All subgroup reading scores below the FCPS average SOL reading score will increase by 2 percent.
		8.2	All subgroup reading scores at or above the FCPS average SOL reading score will increase by 1 percent.	All subgroup reading scores at or above the FCPS average SOL reading score will increase by 1 percent.
		8.3	All subgroup mathematics scores below the FCPS average SOL mathematics score will increase by 2 percent.	All subgroup mathematics scores below the FCPS average SOL mathematics score will increase by 2 percent.
		8.4	All subgroup mathematics scores at or above the FCPS average SOL mathematics score will increase by 1 percent.	All subgroup mathematics scores at or above the FCPS SOL average mathematics score will increase by 1 percent.
10	All schools will increase their ability to serve students with disabilities in general education classrooms.	10.1	80 percent of all high schools will serve 50 percent or more of their base school students with low incidence disabilities.	85 percent of all high schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.2	95 percent of all middle schools will serve 50 percent or more of their base school students with low incidence disabilities.	100 percent of all middle schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.3	80 percent of all elementary schools will serve 50 percent or more of their base school students with low incidence disabilities.	85 percent of all elementary schools will serve 50 percent or more of their base school students with low incidence disabilities.
STRATEGIC GOAL 2: Students will demonstrate exceptional performance via completion of advanced coursework.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
3	The participation and performance of juniors and seniors in Advanced Placement and International Baccalaureate courses will increase.	3.1	The percent of juniors and seniors enrolled and passing Advanced Placement (AP) or International Baccalaureate (IB) courses will increase.	The percent of juniors and seniors enrolled and passing Advanced Placement (AP) or International Baccalaureate (IB) courses will increase.
		3.2	The percent of juniors and seniors taking an Advanced Placement or International Baccalaureate exam and scoring at least a 3 on the	The percent of juniors and seniors taking an Advanced Placement or International Baccalaureate exam and scoring at least a 3 on the

			Advanced Placement exam or at least a 4 on the International Baccalaureate will increase.	Advanced Placement exam or at least a 4 on the International Baccalaureate will increase.
STRATEGIC GOAL 2: Students will demonstrate exceptional performance via completion of advanced coursework.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
		3.3	All subgroups below the FCPS average participation rate will increase participation by 5 percent.	All subgroups below the FCPS average participation rate will increase participation by 5 percent.
		3.4	All subgroups above the FCPS average participation rate will increase participation by 1 percent.	All subgroups above the FCPS average participation rate will increase participation by 1 percent.
5	The achievement of all students taking the SAT in their senior year will increase.	5.1	All subgroups scoring below the national average on the SAT exam will increase achievement by 3 percent.	All subgroups scoring below the national average on the SAT exam will increase achievement by 3 percent.
		5.2	All subgroups scoring above the national average on the SAT exam will increase achievement by 2 percent.	All subgroups scoring above the national average on the SAT exam will increase achievement by 2 percent.
6	The participation of Black, Hispanic, and economically disadvantaged students in gifted and talented programs will increase.	6.1	The number of Black and Hispanic students participating in gifted and talented programs will increase by 5 percent over the preceding year.	The number of Black and Hispanic students participating in gifted and talented programs will increase by 5 percent over the preceding year.
		6.2	The number of economically disadvantaged students participating in gifted and talented programs will increase by 3 percent over the preceding year.	The number of economically disadvantaged students participating in gifted and talented programs will increase by 3 percent over the preceding year.
7	The percent of students in professional technical courses who pass the corresponding industry certification tests will increase.	7.1	The number of students in professional technical studies courses receiving certifications or licensure in their chosen field of study will increase by 5 percent.	The number of students in professional technical studies courses receiving certifications or licensure in their chosen field of study will increase by 5 percent.
STRATEGIC GOAL 3: The climate in all FCPS facilities will be safe and secure.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
9	All schools will be safe and secure.	9.1	Achieve a divisionwide secondary suspension rate no higher than 9 percent.	Achieve a divisionwide secondary suspension rate no higher than 8.5 percent.
		9.2	Achieve a divisionwide suspension rate for Black and Hispanic students no higher than 10 percent.	Achieve a divisionwide suspension rate for Black and Hispanic students no higher than 9.5 percent.
		9.3	Decrease by 2 percent the behaviors that lead to student expulsion recommendations.	Decrease by 2 percent the behaviors that lead to student expulsion recommendations.

Special Programs

Jason Project

This year hundreds of Rachel Carson students will be involved in the JASON Expedition through their art and science classes. The program, which is in its 17th year, connects students with scientists and other experts. Together they explore a different area of the earth or outer space each year. The JASON theme for the 2005-2006 school year is “Mysteries of Earth and Mars”.

Rachel Carson continues to be a JASON “Center of Excellence” school. One of the goals of this program is for RCMS to become a best practices center that can serve as a model for other schools interested in, but not yet participating in JASON. While we have been working to fulfill these responsibilities, we have also reaped many benefits for our students and community. In February 2004, we were privileged to host Christian Ziegler from Germany, sole photographer for *A Magic Web*, a book about the flora and fauna of Barro Colorado, the rain forest island in Panama that was the focus of the 2003-2004 JASON Expedition. He presented his photographs to hundreds of our students and answered their many questions about his experiences. In October 2004, Rachel Carson hosted Dr. Robert Ballard, oceanographer and discoverer of the Titanic shipwreck. Dr. Ballard founded the JASON Foundation after receiving tens of thousands of letters from students once he had discovered the Titanic. Dr. Ballard gave an evening presentation and slide show to about 1000 Rachel Carson students, parents and educational staff. Our thanks go to National Geographic, and our business partner, EDS, for making these presentations possible.

The active participation of our technology specialist has allowed us maximize our use of the technology-rich rewards of JASON. Under the center of excellence framework, we have become a satellite downlink site, allowing even a greater number of students to participate in the culminating live broadcast each year which begins in January. In 2004, we included elementary students from a neighboring school for the live broadcast, who also benefited from presentations by our students.

Each student participating in JASON has an account with Team Jason On-line where they can conduct digital labs and research as well as participate in on-line chats with scientists, authors and other experts.

Science Olympiad

Rachel Carson MS has participated in Science Olympiad since its introduction in Virginia in 2001-2002. At that time, the science department decided that participation should be open to all students. We felt it was important to have student representation from each of Rachel Carson’s grade level teams. The students complete an application and then 7th and 8th grade science teachers collaboratively select the members of the team. Another unique feature at Carson is that every science teacher participates in coaching at least one event. This allows us to enter students in a total of 23 events. We have expanded our pool of coaches to include two math teachers, two elective teachers, two instructional assistants, two administrators and assorted parents volunteers.

The events range from building bridges, rockets, and cars, to meteorology, water quality, map reading, and astronomy. In addition, there are a number of events which emphasize scientific processes including experimental design and process skills for life science. Students can win individual medals in specific events and the team can win a trophy. RCMS has won 2 third place trophies and a first place trophy in the past four years of competition.

MathCounts

Through the MathCounts team Rachel Carson students have the opportunity to use their mathematics skills in a challenging and competitive environment. This is the school's fourth year in this nationwide competition among middle school students run by the National Society of Professional Engineers in conjunction with the National Council of Teachers of Mathematics. Last year the school received first place in the district and state competitions, going on to represent Virginia at the National Competition. The team placed 17th at the nationals. The Rachel Carson team is open to all students, but the final competition team is selected through in-school competitions. Middle school level math is used in the competition so the program should be accessible to all students. The team provides opportunities for many minority students, in an interracial and multicultural setting, to discuss and work in their mutual area of enthusiasm, mathematics. The meetings provide time for the students to stay at school, do something that they enjoy, learn more mathematics, and enjoy each other's company.

Saturday School

With additional funding from the Cluster VIII office, Rachel Carson has been able to extend the Saturday School program to three four-hour sessions each month. Two teachers and one administrator work with up to 25 students each Saturday. Students selected to attend are recommended by their grade level teams during weekly child staffing meetings. Using time as the one flexible variable in learning, the students receive additional instruction and supported learning time to meet specific needs in English and math. Students benefit from additional time and instruction on specific skills which are listed by their core academic teachers on a referral form. Administrators can also refer students to Saturday School as an alternative to serving in-school or after-school detention and/or community service.

Leadership Academy

The Rachel Carson Middle School Leadership Academy targets early adolescents at risk of failure, who pose *possible* discipline problems, but seem to have potential leadership skills however they have not had the opportunities or experiences to show these skills. The goal of the program is to instill leadership skills that will help participants to become responsible, productive students. The Academy is limited to a total of 20 participants. Ten students are recommended for voluntary placement in the program by their team of teachers, counselor and administrator. Ten additional students are able to apply for placement in the Academy from the general school population.

The Academy program focuses on assisting the participants in understanding the differences between their core values and behaviors, as well as between needs, wants, and what really brings fulfillment. Students will develop a healthy self-esteem as well as healthy self expression and clear thinking. The program will motivate students to invest in themselves, in their issues and to take responsibility for them.

The Rachel Carson Leadership Academy encourages adolescents to be active change agents in their lives and community. It helps develop the skills, confidence, and resources necessary to identify and develop their talents; to set goals; and succeed in directing their lives as positive and critical members of their community. Students who participate in the Leadership Academy are also trained to be Peer Leaders. Sessions feature team building activities (using Mobile Team Challenge equipment), skill development, and panel discussions on topics such as leadership, conflict resolution, effective communication, and advocacy. In addition, guest speakers are scheduled to talk with students about specific topics of interest.

Title I Program Budget and Justification Report

Rachel Carson Middle School does not receive Title I funding.

*Spring – Pre-Planning**

School Improvement Planning Beginning the Conversation about Results

School Improvement Plan Areas	Did you meet the timelines established for the work plans?	Are there work plans that should be dropped due to completion or due to ineffectiveness? If so, identify those plans.	Based on teacher knowledge, formative assessments, and any other data available, tentatively identify what the priorities for areas of focus will be for next year.
English	1. Time for guided reading. YES 2. Create uniform assessments YES 3. Improve writing skills YES 4. Identify/support students in danger of failing SOL YES	1. No 2. No 3. No 4. No	<ul style="list-style-type: none"> • Work on multiple choice writing skills • Continue to develop common assessments • Continue to support Carson Kids Read
History and Social Studies	1. Yes (Higher scores achieved in all reporting categories.) 2. Yes (Continued development of common assessments and test analysis.) 3. No (No significant planning was achieved.) 4. Yes (Use of common assessments and targeting of low performing students for remediation.)	Yes, component #3 of the work plan (increased vertical articulation between 7 th and 8 th grade teachers.) First, the PLC groups at each grade level have been successful in coordinating instruction across their grade level. Teachers have invested much time in coordinating instruction within the grade level. Further, with much school-wide discussion of reading and writing strategies, our department is making more efforts to teach these strategies, thus addressing skills relevant to both 7 th and 8 th grade social studies students.	<ul style="list-style-type: none"> • Further development of reading skills through instruction of reading strategies • Enhanced instruction regarding analytical and critical thinking skills
Mathematics	Yes – timelines were met for all plans	All work plans will be reviewed for effectiveness and revised or dropped as necessary. Sufficient data is not available at this time to make those decisions. Preliminary indications are that most will continue. The common assessment plans should be revised to incorporate new PLC initiatives while maintaining the need for common assessments. PLC plans will refocus on areas of weakness in SOL testing. Plan for statistics and probability in math 8 may be revised to a different strand depending on test results.	<ul style="list-style-type: none"> • Develop programs to continue to assist the ESOL and LD populations to improve their mathematical abilities. • Improve area of computation and estimation, a weak area in math 8 SOL.

School Improvement Plan Areas	Did you meet the timelines established for the work plans?	Are there work plans that should be dropped due to completion or due to ineffectiveness? If so, identify those plans.	Based on teacher knowledge, formative assessments, and any other data available, tentatively identify what the priorities for areas of focus will be for next year.
Science	All time-lines were ongoing so YES we met the timelines.	The work plans need to be continued for the following year.	<ul style="list-style-type: none"> • Identify students who need additional support to pass the SOL tests. • Improve the pass advanced scores on the Science tests in all sub-groups • Bring all sub-groups up to 80% pass rate for each reporting category.
Special Education	Yes , 12 areas identified.	No. All plans were implemented and continue to be useful to students requiring special services.	<ul style="list-style-type: none"> • Draft Builder • Kansas Strategies (PIRATES, LINCS) • Implementation/Creation of a SpEd Reading class • BSR Curriculum (FCPS & Carson specific) • Use of SpEd PLC Groups to build common curriculum amongst grade levels • Focused Reading Practice to prepare for SOLs
ESOL	ESOL – Yes , all established timelines were met.	No – all established plans should remain in place.	<ul style="list-style-type: none"> • Continue focus on reading including monitoring the success of the Reading 180 program • Continued focus on math achievement • Communication between ESOL department and academic teams to monitor progress of all ESOL students A, B1, B2 and B3 • improving communication with parents
Reading	1. Reading. Strategies/skills YES 2. Summarize informational text YES 3. GRADE assessment YES 4. Reading interventions YES 5. Provide diagnostic data to teachers YES	1. Moved Fall reading. Assessment to previous Spring 2. No 3. No 4. No 5. No	<ul style="list-style-type: none"> • Implement Read 180 • Use Spring testing data to create Read 180 and Power Literacy classes • Meet BART deadlines • Utilize BART data
School Climate	Our established work plans are ongoing.	At this time, all plans continue to have a positive impact.	Under our objective to provide students with a positive middle school experience, we would like to build on our knowledge and understanding of all cultures in our school community.

School Improvement Plan Areas	Did you meet the timelines established for the work plans?	Are there work plans that should be dropped due to completion or due to ineffectiveness? If so, identify those plans.	Based on teacher knowledge, formative assessments, and any other data available, tentatively identify what the priorities for areas of focus will be for next year.
Technology	1. FCPS 24-7 Learning - Ongoing 2. Staff Tech Skills - Yes 3. Student Accounts - Yes 4. Clubs & iMac Lab increased student participation - Yes	1. Training, administrative support, commitment of teachers 2. Training and focused Technology “How-To” sheets prepared by the Vanguard committee 3. Coordinated support by SBTS and TSSpec 4. Clubs – RC-TV, Video Archivists, Yearbook and Newspaper ... iMac lab had a stable cadre of parent volunteers with an early start and full-year commitment (5654 student visits!!!)	FCPS 24-7 Learning commitment is extended and expected to increase during 2005-06. Additional central and local support is needed for this to be successful.

Fall – Pre-Planning*
School Improvement Planning
Reflecting on Results

School Improvement Plan Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
English	<p>#1 Reading SOL scores will increase by 2.4%, from 92.6-95% YES</p> <p>#2 achievement gap in 1 or more subgroup in Reading SOL will decrease YES</p> <p>#3 Writing SOL scores will increase by 1.5%, from 93.5-95% NO</p> <p>#4 achievement gap in Writing SOL will decrease in 1 or more subgroup YES</p>	<p>#1 –taught common reading strategies in English -administered and analyzed data from the SRI -administered and analyzed data from BART -teachers participated in Dan Mulligan’s workshop</p> <p>#2 –LEP was subgroup where achievement gap goal was met . . . 2004-05 school year teams that had LEP population did not have special education students. Therefore, core teachers and ESOL teachers had more time and energy for collaboration. Teacher resources were not being pulled in so many directions.</p> <p>#4–LEP was subgroup where achievement gap goal was met . . . 2004-05 school year teams that had LEP population did not have special education students. Therefore, core teachers and ESOL teachers had more time and energy for collaboration. Teacher resources were not being pulled in so many directions.</p>	<p>#3 –below 80% in multiple choice questions pertaining to correct punctuation of possessive, comma usage, verb tense, double negatives, distinguishing difference between 2 drafts, and rewriting for specificity</p>
History and Social Studies	<p>YES – both 7th and 8th grades increased their passing rates on related SOL tests, percentages of students passing advanced increased, improved performance in all reporting categories.</p> <p>NO – Black, Hispanic, and learning disabled students failed SOL tests in disproportionate percentages than other groups of students.</p>	<p>-Enhanced alignment of instruction across grade levels through PLC groups.</p> <p>-Development of test preparation materials and implementation of test review sessions</p>	<p>- Difficulty in creating standardized remediation for struggling students</p>

School Improvement Plan Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
Mathematics	Goals achieved depended upon shifts in population since most goals were based on percentages. Student performance was well above score levels.		Need to focus on special ESOL and special education populations whose scores were comparatively low even on the LEP test.
Science	The goal for students with disabilities was not met.		Even though we established an SOL Bootcamp to target students at risk, the special education population had a low participation rate. Of the 20 students that did not pass, 16 were identified special education. They represented other sub-group populations. 5 were black, 8 were Hispanic. 6 had limited English proficiency. 5 were low socio-economic.
Special Education	1. All 7 th and 8 th grade students identified by the IEP to take the Standards of Learning tests in the spring of 2004 will take all core tests. 2. The percentage of special education students achieving pass proficiency on the grade 8 Standards of Learning will increase. <ul style="list-style-type: none"> ▪ English Literature (Reading): Passing >72% - YES ▪ Writing: Passing >73% - NO ▪ Mathematics: Passing >88% - NO ▪ Science: Passing >88% - NO ▪ Social Studies: Passing >77% - YES ▪ Civics - NO 	2. English Literature – passing with 76.8% was achieved primarily with special emphasis placed upon the reading portion through Carson Kids Read (CKR) and additional help through the CARS Program as implemented by special education in the 8 th grade English classes. After school help was also offered to all students by individual teachers Social Studies – passing with 89.4% was achieved primarily due to the emphasis placed on the History test as the only SOL. All teachers in all subject areas were working with 7 th grade students to prepare for the test.	2. Writing: passing with 63.5% Mathematics: passing with 75.0% Science: passing with 76.4% Civics: passing with 74.7% For each of these areas insufficient outreach to encourage student participation in extra-curricular study programs was not given. More encouragement (i.e. parent phone calls, parent letters, parent e-mail, etc.) is needed in order for students to take advantage of these extra-curricular opportunities in the potential form of “boot camps” and study sessions offered by a core subject area or individual teachers.

<p>School Improvement Plan Areas</p>	<p>Did you achieve the goals as stated in your indicators?</p>	<p>If you did achieve the goals, what were the critical factors that made this happen?</p>	<p>If you did not achieve the goals, what were the critical factors that inhibited achievement?</p>
	<p>3. The total percent of special education students achieving pass proficient and pass advanced on the grade 7 History Standards of Learning test will be >80% - YES</p> <p>4. The percent of special education students who pass the promotion benchmarks in the four core areas will be >85% - YES</p> <p>5. The percent of special education students passing all four core academic classes will be >90% - YES</p>	<p>3. Social Studies – passing with 91.7% was achieved primarily due to the emphasis placed on the History test as the only SOL. All teachers in all subject areas were working with 7th grade students to prepare for the test.</p> <p>4. Data not tracked electronically – difficult to obtain and assess data for this item.</p>	
<p>ESOL</p>	<p>1. Reading</p> <p>a. The percentage of ESOL students (A, B1, B2, B3*) passing proficient and advanced in Reading SOL tests will increase 6% from 69% to 75% YES – actual increase was 15% from 69% to 84%</p> <p>b. The minority student achievement gap for A, B1, B2, B3* level Hispanic students** taking SOL Reading tests for Grade 8 will decrease 1.7% from 6.7% to no more than 5%. NO - the achievement gap increased .5% from 6.7% to 7.2%.</p> <p>c. The average yearly reading gains of total ESOL</p>	<p>1. Reading</p> <p>a. A and B1 level students were able to take an SOL proxy exam (SELP). Reading specialist worked with ESOL students to improve their reading fluency and comprehension in a consistent</p>	<p>1. Reading</p> <p>b. Unable to analyze this data because of the 3 students that failed the test, we don't know if they are in the ESOL program. This is not a good ESOL indicator. It is more of a department-wide indicator since it focuses on ethnicity not limited English proficiency.</p> <p>c. The number of students taking the DRP is so small that measuring gains by averaging are easily skewed. Gains were achieved at all levels.</p>

<p>School Improvement Plan Areas</p>	<p>Did you achieve the goals as stated in your indicators?</p>	<p>If you did achieve the goals, what were the critical factors that made this happen?</p>	<p>If you did not achieve the goals, what were the critical factors that inhibited achievement?</p>
	<p>students on the DRP assessment will be at least 13 points. Student scores will be averaged according to the level in which they began the year.</p> <ul style="list-style-type: none"> • A-level average DRP gains will be at least 21.5 points No – DRP gains averaged 16.3% • B1 level average DRP gains will be at least 10 points. No – DRP gains averaged 8.3% • B2 level average DRP gains will be at least 7.5 points. YES – DRP gains averaged 17.7% <p>3. Writing</p> <p>a. The percentage of ESOL students (A, B1 B2, B3) passing proficient and advanced in Writing SOL tests will increase 6% from 69% to 75%. YES – actual increase was 10% from 69% to 79%</p> <p>4. Mathematics</p> <p>a. The percentage of ESOL students (A, B1, B2,B3) passing at the proficient and advanced levels on the 8th grade SOL test for mathematics will increase 5% from 81% to 86%. NO – actual decrease was 9% from 81% to 72%.</p>	<p>3. Writing</p> <p>a. Focused writing instruction using the Seven Traits of Writing for B2 level students.</p> <p>b. ESOL students are allowed a one time exemption. As a result most A level and many B1 level students do not take this assessment. formalized class format.</p>	<p>4. Mathematics</p> <p>a. Meeting these percentages depends on the level of math skills at entry. For ESOL A level students, passing the math SOLs depends on the mathematical skills the students have when entering school in the US. If a student enters with math skills at a low elementary level it is unlikely that they will pass an 8th grade assessment.</p> <p>b. Unable to analyze this data because of the 7 students that failed the test, we don't know if the students are in the ESOL program. This is not a</p>

School Improvement Plan Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
	<p>b. The minority student achievement gap for A, B1, B2, B3 level Hispanic students taking SOL tests for Grade 8 will be 0 between White and Hispanic students. NO – achievement gap increased from 0% to 18%,</p> <p>5. Social Studies The percentage of ESOL students (A, B1, B2) passing at the proficient and advanced on the 8th grade SOL test for Social Studies/History will be at least 75%. YES – 8th grade pass rate is 81% and 7th grade pass rate is 92%</p> <p>6. School Climate a. Increase the participation of ESOL families in school events from 50% to at least 60%. b. Increase the participation of ESOL students involved in enrichment and extra-curricular opportunities from 50% to at least 60%.</p>	<p>5. Social Studies ESOL students are allowed a one time exemption. As a result most A level and many B1 level students do not take this assessment. B2 level students are in regular Social Studies/History classes. This was the first year these tests were divided into 3 grade levels (6,7,8) which affects the comparability from year to year and would account for higher pass rates.</p> <p>6. School Climate Data not available</p>	<p>good ESOL indicator. It is more of a department-wide indicator since it focuses on ethnicity not limited English proficiency.</p> <p>6. School Climate Data not available.</p>
Reading	<p>#1 reading at or above grade level increase from 91-95% YES</p> <p>#2 GT center reading level at 100% NO</p> <p>#3 summarize info text will increase from 55-60% on</p>	<p>#1 –taught common reading strategies in English -administered and analyzed data from the SRI -administered and analyzed data from BART -teachers participated in Dan Mulligan’s workshop</p> <p>#3 -taught common reading strategies in English -administered and analyzed data from BART -developed materials to address need during</p>	<p>#2 -data from one, spring SRI assessment indicated a small # of GT center students who were not reading on grade level (Is one assessment enough? Are all GT center students properly placed?)</p> <p>#4 -difficulties with BART assessment made measuring data difficult -lacking common assessments in all 4 core</p>

School Improvement Plan Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
	<p>SOL YES</p> <p>#4 accurately distinguish relevant from irrelevant info texts be at least 80% on BART and common assessments in 4 core NO</p> <p>#5 sequence info or directions from informational texts in common assessments in 4 core will be at least 80% NO</p>	<p>English PLCs</p> <p>-teachers participated in Dan Mulligan's workshop</p>	<p>#5 -lacking common assessments in all 4 core</p>
School Climate	<p>School Climate goals were achieved</p>	<p>The number of staff members and parents who volunteered to help with after school academic support, activities and clubs.</p>	
Technology	<p>Goals were met</p>	<p>Intend to address all work plans through the Vanguard Plan as an appendix to this year's School Plan.</p>	

GLOBAL WORK PLANS

Objective: Students will improve achievement in all subject areas.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
Integrate LEARN model into teacher planning documents to improve student achievement.	SOL scores	- Dept Chairs - Grade Level Administrator	FCPS presentations on LEARN - \$300	Provided at presentation	- September presentation - Continuing use in PLCs		No
Integrate instructional strategies from “Classroom Instruction that Works” by Robert Marzano, etal, to improve student achievement.	SOL scores	- Dept Chairs - Grade Level Administrator	Workshop with Dan Mulligan - \$1250	“Handbook for Classroom Instruction that Works” for all teachers - \$2,000 with cluster support.	- September workshop - Continuing use in PLCs		No
Introduce the teaching staff to the “7 Reading Strategies” and “Six Trait Writing Strategies”	Teacher feedback	English department	Staff in-service with Terri Rubin, Margaret Breen, Tina Lane	Posters of strategies for all classrooms	January		Information posted on RCMS website
Expand the pool of applicants for the honor courses by placing students who were “borderline” and then closely monitor their progress.	Grades from SASI	Guidance	None	None	Spring		Increase partnership with parents to make placement decisions

ENGLISH

Objective: Students will improve achievement in English.

Indicators of Achievement:

English Indicators	Supported Division Target.
<p>The total percent of students demonstrating mastery of English 8 as measured by the English: Reading, Literature, and Research Standards of Learning Test will increase by 1% from 95.6% to 96.5%.</p> <ul style="list-style-type: none"> • Percentage of students passing at the proficient level will increase by 1% point from 42% to 43%. • Percentage of students passing at the advanced level will increase by 1% point from 53.7% to 54.7%. • Percentage of students with disabilities passing at the proficient and advanced level will increase by 2% from 76.1% to 78.0%. 	<p>Target 2 Target 8</p>
<p>The total percent of students demonstrating mastery of Writing 8 as measured by the Writing Standards of Learning Test will increase by 1% from 93.5% to 95%.</p> <ul style="list-style-type: none"> • Percentage of students passing at the proficient level will increase by 1% point from 73.7% to 75.7% . • Percentage of students passing at the advanced level will increase by 2% points from 20.3% to 22.3% . • Percentage of GTC students passing at the advanced level will increase by 2% points from 44.5% to 46.5% . 	<p>Target 2</p>
<p>The achievement gap in English 8 between students in one or more of the subgroups defined by NCLB and the non-subgroup population, as measured by passage of the Virginia Standards of Learning will decrease.</p> <ul style="list-style-type: none"> • Percentage of students identified as black passing the SOL will increase by 3% points from 79.7% to at least 83%. 	<p>Target 8</p>

Areas of Focus:

- Six Trait Writing Strategies
- Common Reading Strategies
- Portfolio Development

ENGLISH WORK PLAN

Objective: Students will improve achievement in English.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
Maintain student portfolios for: - ongoing assessment of writing - revision opportunities		English 7 & 8 teachers	PLC meetings to determine contents of portfolios		Ongoing	Ongoing	Portfolio review
Sort and redistribute 7 th grade portfolios to 8 th grade teachers		English 7 & 8 teachers	PLC meetings to determine use of portfolios		September 2005		
Administer fall writing prompt in grade 8 to identify skills needing reinforcement and students needing remediation	Spring 2005 Writing SOL scores	English 8 teachers	-Scoring practice -Five substitutes from TCS	-NCS Mentor (no cost) -Prompt packet	September 2005		Scores will be shared
Administer spring writing prompt in grade 7 to identify skills needing reinforcement and students needing remediation		English 7 teachers	-Scoring practice -Five substitutes from TCS	-NCS Mentor (no cost) -Prompt packet	March 2006		Scores will be shared
Use BART to identify grade level areas of weakness and students needing additional support in reading comprehension	Spring 2005 Reading SOL scores	English 7 & 8 teachers	PLC meetings	-BART	November 2005		BART letter and progress report online
Use BART reports to provide remediation in weak categories	Spring 2005 Writing/ Reading SOL scores	English 7 & 8 Teachers SBTS	Department meeting to show teachers how to create reports	-BART	Winter 2005-2006		Blackboard announcements

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
Explicit instruction of the seven reading strategies identified in the POS	-Anecdotal observations -SOL scores -BART reports -SRI	Collaboration between content area teachers	-Dan Mulligan presentation weekly PLC	<i>Measuring Up</i> books	Ongoing	Ongoing	Post reading strategies on website/blackboard
Explicit instruction of the six traits of writing identified in the POS	-Anecdotal observations -Portfolio review	Collaboration between content area teachers	-weekly PLC -staff meeting	Common/benchmark assessments by grade level	Ongoing	Ongoing	Post 6 traits on website and blackboard
Utilize activity , late buses, and Saturday school to provide remediation in reading and writing for students identified through BART scores, previous SOL scores, or teacher observation	-SOL scores -portfolios -common assessments -benchmark assessments -teacher observation	- English 7 & 8 teachers - Team teachers from special education department	-weekly PLC -department meetings	<i>Measuring Up</i> Princeton Review	Fall/Winter 2005-2006		-comment on interim or report card -call/letter requesting student involvement
Summer Institute for at-risk rising 7 th graders from each feeder school	-SOL scores -report card	-guidance counselors -designated coordinator	None	Transportation funded by Cluster office	Summer 2006		-invitation by letter -overview meeting

HISTORY AND SOCIAL SCIENCE

Objective: Students will improve achievement in history and social science.

Indicators of Achievement:

History and Social Studies Indicators	Supported Division Target.
<p>The total percent of students demonstrating mastery of US History II content and skills as measured by the US History II Standards of Learning Test will increase by 1% point from 98% to 99%.</p> <ul style="list-style-type: none"> • Percentage of students passing at the pass advanced level will increase by 4.2% points from 75.8% to 80%. • Percentage of special education students passing at the proficient or advanced level will increase by 3% points from 89.4% to 91%. 	Target 2
<p>The total percent of students demonstrating mastery of Civics and Economics content and skills as measured by the Civics and Economics Standards of Learning Test will increase by 1% point from 96.3% to 97.3%.</p> <ul style="list-style-type: none"> • Percentage of students passing at the pass advanced level will increase by 5% points from 60.5% to 65.5%. • Percentage of special education students passing at the proficient or advanced level will increase by 5.3% points from 74.7% to 80%. 	Target 2
<p>The achievement gap in US History II between students in one or more of the subgroups defined by NCLB and the non-subgroup population, as measured by passage of the Virginia Standards of Learning will decrease by:</p> <ul style="list-style-type: none"> • Percentage of students identified as black passing at the proficient or advanced level will increase by 5% points from 88.2% to 93.2%. 	Target 2
<p>The achievement gap in Civics and Economics between students in one or more of the subgroups defined by NCLB and the non-subgroup population, as measured by passage of the Virginia Standards of Learning will decrease.</p> <ul style="list-style-type: none"> • Percentage of students identified as Hispanic scoring at the passed proficient or pass advanced level will increase by 2% points from 86.2% to at least 88.2%. • Percentage of students identified as black passing at the proficient or advanced level will increase by 3.2% points from 81.8% to 85%. 	Target 2

Areas of Focus:

- Continued improvement in achievement for the content areas of emergence of modern America and geography (US History II) and economic principles and U.S. economy (Civics and Economics).
- Further instruction in content reading skills to assist in mastery of essential vocabulary and knowledge.

- Identification and remediation of “at risk” students, as defined by trends shown by poor performance from prior SOL tests and poor performance on common assessments and quarterly grades.

HISTORY AND SOCIAL SCIENCE WORK PLAN

Objective: Students will improve achievement in history and social studies.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
Enhance instruction and review of 7 th and 8 th grade POS content objectives	Lagging achievement in the reporting categories of emergence of modern America (minimal gain from 40.7 in 2004 to 41.5 in 2005) and economics (average for econ.: 41.0 compared to all: 42.5)	- All 7 th and 8 th grade social studies teachers	None	- Department-created materials and assessments - County-developed review materials	Throughout the 2005-06 school year		- Parents will be aware of content review and standardized testing - Viewing of materials posted on FCPS 24/7 site
Increase continuity of instruction between grade level teachers	Success in increasing passing rates on SOL exams (U.S. History II: from 94% to 98%; Civics: from 94% to 96.3%)	Teachers working as a PLC and within the social studies department	Weekly PLC meetings	- Common assessments (formal and informal) - Data analysis sheets to assist in breaking down data yielded from assessments	Ongoing		
Further instruction of content reading strategies to assist in understanding and application of essential content knowledge	Continued emphasis on content vocabulary within SOL exams	All 7 th and 8 th grade social studies teachers	Possible collaboration time with English department teachers to develop best practice strategies	General information regarding effective content reading strategies	Throughout the 2005-06 school year		

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
Enhance critical and analytical thinking skills as applied to social studies content	<ul style="list-style-type: none"> - Lagging performance on SOL questions requiring more analysis (cause and effect, primary sources) - Anecdotal observations from teachers regarding student difficulty in applying critical thinking skills 	All 7 th and 8 th grade social studies teachers	Additional time in PLC groups in order to create and assess effectiveness of activities and strategies promoting critical thinking	<ul style="list-style-type: none"> - Added instruction in strategies promoting critical thinking (Problem Based Learning) - Use of social studies mobile laptop computer lab for accessing primary sources 	Throughout the 2005-06 school year		
Enhance instruction and continue remediation for “at risk” student groups as determined by trends from prior SOL tests and poor performance on quarterly grades.	<ul style="list-style-type: none"> - Subgroups failing 2005 SOL test at higher proportion than general population. - 7th grade: total failing - 2%; Black – 11.8%, Hispanic – 5.3%; LD – 10.6% - 8th grade: total failing – 3.7%, Black – 18.2%, Hispanic – 13.8%, LD – 25.4%. 	All 7 th and 8 th grade social studies teachers	<ul style="list-style-type: none"> - Use of department meeting time to craft strategies to address student needs. - Work in PLC groups to craft appropriate remediation and teaching strategies. 	None	Throughout the 2005-2006 school year		Increase parent awareness of basic curriculum content and class expectations through FCPS 24-7 Learning and other periodic announcements.

MATHEMATICS

Objective: Students will improve achievement in mathematics.

Indicators of Achievement:

Mathematics Indicators	Supported Division Target.
The total percent of students demonstrating mastery of Mathematics 7 concepts and skills as measured by scores on the Virginia Standards of Learning test (regular and LEP) will be at least 75%.	Target 2 Target 8
The total percent of students demonstrating mastery of Mathematics 8 concepts and skills as measured by scores on the Virginia Standards of Learning test (regular and LEP) will increase by 2% percentage points from 95.1% to at least 97%. <ul style="list-style-type: none"> • Percentage of students scoring at the <i>pass proficient</i> level will increase by 2% points from 33.9% to at least 36%. • Percentage of students scoring at the <i>pass advanced</i> level will increase by 3% points from 61.2% to at least 64%. • Percentage of students <i>failing</i> will decrease by 2% points from 4.9% to less than 3%. 	Target 2 Target 8 Target 10
The total percent of students demonstrating mastery of Algebra 1 concepts and skills as measured by a <i>pass advanced</i> score on the Virginia Standards of Learning, End of Course test will increase by 3% percentage points from 71.8% to at least 75%. Failures will be maintained at 0%.	None
The total percent of students demonstrating mastery of Geometry concepts and skills as measured by a <i>pass advanced</i> score on the Virginia Standards of Learning, End of Course test will increase by 6% percentage points from 84.8% to at least 90%. Failures will be maintained at 0%.	None
The achievement gap in Mathematics 8 between students in one of more of the NCLB subgroups and the non-subgroup populations, as measured by an increase in <i>total passing scores</i> on the Mathematics 8 Virginia Standards of Learning test (regular and LEP versions), will decrease. <ul style="list-style-type: none"> • Percentage of students (ESOL) identified as LEP passing the Standard English version will increase by 3% points from 72.2% to at least 75%. • Percentage of students (ESOL and LD) identified as LEP passing the LEP Version will increase by 3% points from 72.2% to at least 75%. • Percentage of students identified as students with disabilities passing the SOL will increase by 5% points from 75% to at least 80%. • Percentage of students identified as economically disadvantaged passing the SOL will increase by 2% points from 78.6% to at least 80%. • Percentage of students identified as Hispanic passing the SOL will increase by 5% points from 79.4% to at least 	Target 2 Target 8 Target 10

85%. <ul style="list-style-type: none">• Percentage of students identified as black passing the SOL will increase by 5% points from 71.4% to at least 76%.	
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Areas of Focus:

1. Remediation programs for those with Learning Disabilities.
2. Programs to increase exposure to grade level math for those with Limited English Proficiency.
3. Use of common diagnostic assessments.

MATHEMATICS WORK PLAN

Objective: Students will improve achievement in mathematics.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
ESOL Mathematics: Increase student achievement by taking the Fast Math developmental level course coupled with auditing a grade level mathematics course.	- EAMES evaluation - ESOL Pre-Algebra Assessment scores - SOL LEP scores	-ESOL staff -Mathematics Staff	None	Accessible basic mathematics texts for ESOL students.	- Begin 2 nd quarter. - Review progress 3 rd quarter.		Parents involved in student placement.
Power Math: SOL remediation elective at Grades 7 and 8 for students not meeting promotion benchmarks at previous grade level.	- Promotion Benchmark data grades 5, 6, and 7 - Summer School data - SOL Test history	- Power Math Teacher - Guidance Director - Previous year teacher	Teacher training by ISD	Materials from ISD	Elective course taught second semester.	Continue program	Parents involved in student placement
Princeton Review (BART): Incorporate across Math 7, Math 8 and Algebra classes for SOL and course readiness pre-assessments.	- SOL test history - Course grades.	7 th and 8 th grade math teachers	As needed for new editions of BART.	Computer labs (rooms or mobile)	- Fall pre-course assessment - Spring pre-SOL assessment - As needed by teacher	- Fall pre-course assessment - Spring pre-SOL assessment - As needed by teacher	None
Algebra Readiness Initiative: ARI provides added math instruction for success in Algebra 1 in 9 th grade. Based on individual remediation plans for Math 6- 8 SOL objectives.	-Last year's and current grades - Math 6 and 7 SOL scores.	- Designated ARI teacher - 8 th grade math teachers - Guidance director	Training provided by ISD	Materials provided by ISD	Elective course taught second semester	Continue program	Parent involved in student placement

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
Assessment Analysis: Implement analysis of common assessments by all PLC groups and development of instructional strategies to correct deficiencies in learning.	- Common test results from IGPro - Princeton Review data - Current research on strategies	all math teachers	- Assessment evaluation workshop - New strategy development	- Tests and data from each teacher - Research on best practices	Throughout school year		None
Summer Math Institute: Rising 7 th grade students identified by their elementary schools as at-risk in mathematics receive additional support to start middle school mathematics.	- Grade 5 and 6 SOL data - Student grades	- Elementary Teachers - Math Dept Chair - Guidance Directors - Designated teacher	Training new teachers.	- Staff funding provided by Cluster VIII. - Teacher prepared materials	- Spring–identify students - Late summer–conduct classes		Parents involved in student placement.

SCIENCE

Objective: Students will improve achievement in science.

Indicators of Achievement:

Science Indicators	Supported Division Target.
<p>The total percent of students demonstrating mastery of Science 8 concepts and skills as measured by passage of the science standards of learning science test will increase by 1% point from 96.4% to 97.4%.</p> <ul style="list-style-type: none"> • Percentage of regular education students passing at the advanced level will increase by 9.5% points from 40.5% to 50%. • Percentage of female students passing at the advanced level will increase by 3.5% points from 46.5% to 50%. • Percentage of special education students passing at the proficient or advanced level will increase by 3.6% points from 76.4% to 80% with more than 15% scoring at the passed advanced level. • Percentage of GT center students passing at the passed advanced level will increase by 7.4% from 92.6% to 100%. 	Target 2
<p>The achievement gap in Science 8 between students in one or more of the subgroups defined by NCLB and the non-subgroup population, as measured by passage of the Virginia Standards of learning will decrease.</p> <ul style="list-style-type: none"> • Percentage of students identified as Hispanic scoring at the passed proficient or pass advanced level will increase by 7.6% points from 72.4% to at least 80%. • Percentage of students identified as black passing at the proficient or advanced level will increase by 5.1% points from 84.9% to 90%. • Percentage of students identified as LEP scoring at the pass proficient and/or passed advanced level will increase by 3.1% points from 76.9% to at least 80%. • Percentage of students identified as economically disadvantaged passing at the proficient or advanced level will increase by 5.5% points from 84.5% to 90%. 	Target 2

Areas of Focus:

- Continue to improve student achievement in the curriculum areas of Ecosystems and Earth and Space Systems.
- Provide additional learning experiences for “at risk” students with special emphasis on students with limited English proficiency and students with disabilities.
- Work to improve student understanding of science vocabulary.

- Provide opportunities for in-depth, hands-on science learning experiences outside the classroom: Ecology and re-cycle contests, Einstein Alive presentation, Jason project, science competition (local, state, national), career day, girls camp at the Virginia Museum of Science, FCPS 24-7.

SCIENCE WORK PLAN

Objective: Students will improve achievement in science.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
Identify students who may need additional support to pass the SOL tests using standardized department assessments.	<ul style="list-style-type: none"> -Science SOL scores. -Common benchmark tests. -Science SOL practice tests administered in the Spring to all 7th graders. -Student Accountability Plan (Promotional Benchmark Assessments) 	<ul style="list-style-type: none"> -Science Department -Special Education Department -ESOL Department -Power Math and Science Course 	<ul style="list-style-type: none"> - Meet within PLC groups to establish and implement standardized department assessments. - Science department members will implement the LEARN model and increase use of Marzano and Dan Mulligan strategies in their classrooms. - 8th grade PLC groups will create a remediation plan for 8th grade at risk students. - 7th grade and SPED teachers work with 8th grade teachers to plan and implement lessons for the boot camp. 	<ul style="list-style-type: none"> -Abacus -Released test questions from the state. -Practice tests -Continue use of Power Math and Science Curriculum for targeted students. -Life science vocabulary handbook 	Ongoing		<ul style="list-style-type: none"> -Parent conferences as necessary. -Parent communication

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
<p>Increase number of students reaching pass advanced scores on the SOL Science Test for GT center, LEP students, females, students with disabilities as well as regular education students by encouraging students in these subgroups to participate in Science Olympiad, participate in camps or opportunities for girls, and promote high expectations for all students.</p>	<p>Comparison of SOL scores from one year to the next.</p>	<p>-Science Department -Special Education Department -ESOL department</p>	<p>-Research opportunities available for students through PLC groups. -Participate in Jason Project training -participate in Science Olympiad -Science department members will implement the LEARN model and increase use of Marzano and Dan Mulligan strategies in their classrooms.</p>	<p>-Funding to support participation in Science Olympiad Competition. -Jason Project Curriculum.</p>	<p>- On going. -Summer Institute offered during the summer. -Science Olympiad preparation to start in September and continue through competition date (Feb-May.)</p>		<p>- Parent volunteers to coach Science Olympiad events -Parent chaperones for girls camp in Richmond</p>

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Objective: ESOL students will improve their achievement across all content areas.

Indicators of Achievement:

Science Indicators	Supported Division Target.
The percentage of students identified as LEP students (A, B1, B2, and B3 level) passing proficient and advanced on the 8 th grade Reading Standards of Learning assessment will increase 3% from 84% to 87%.	Target 2 Target 8
The percentage of students identified as LEP students (A, B1, B2, and B3 level) passing proficient and advanced on the 7 th grade Reading Standards of Learning assessments will be at least 75%.	Target 2 Target 8
The percentage of students identified as ESOL students (A, B1, B2, and B3 level) passing proficient and advanced in the 8 th grade Writing Standards of Learning assessment will increase 3% from 79% to 82%.	Target 2
The percentage of students identified as ESOL students (A, B1, B2, and B3 level) passing proficient and advanced on the 8 th grade Standards of Learning assessment for mathematics will increase 3% from 72% to 75%.	Target 2 Target 8
The percentage of students identified as ESOL students (A, B1, B2, and B3 level) passing proficient and advanced on the 7 th grade Standards of Learning assessment for mathematics will be at least 75%.	Target 2 Target 8
The percentage of students identified as ESOL students (A, B1, B2, and B3 level) passing proficient and advanced on the 8 th grade Standards of Learning assessment for social studies/history will increase 3% from 81% to 84%.	Target 2
The percentage of students identified as ESOL students (A, B1, B2, and B3 level) passing proficient and advanced on the 7 th grade Standards of Learning assessment for social studies/history will increase 1% from 92% to 93%.	Target 2

Areas of Focus:

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES WORK PLAN

Objective: ESOL students will improve achievement across all content areas.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
Continue communication between ESOL department and academic teams regarding student progress and areas of need.	Interim and quarterly grade reports and feedback from core teachers.	ESOL Department, core academic team leaders and elective teachers.	Provide training to non-ESOL teachers on language acquisition and classroom support.	Grade reports and Feedback forms.	Ongoing		Will parents or the community be involved? If so, how?
ESOL students will be referred to Read180 for additional support as needed.	Reading assessments and diagnostic tests.	ESOL Department and Read180 teachers	None	SRI, SOLs, DRP reading assessments	Completion of lists of targeted students and formation of classes by first interim report.		None
Focus on improving reading fluency and comprehension skills.	Reading levels based on DRP, SRI, BART and SOL assessments.	ESOL and English Department	Observe effective ESOL/English team teaching at other FCPS middle schools.	DRP, SRI, BART and SOL scores and FCPS 24-7 Learning resources.	Ongoing		Parents informed of recommendations.
Focus on developing and improving writing skills by using the Six Traits of Writing.	Writing levels based on ESOL rubric and SOL Writing assessment.	ESOL and English Department	Observe effective ESOL/English team teaching at other FCPS middle schools.	ESOL writing levels and SOL Writing assessments	Ongoing		Inform parents of FCPS 24-7 Learning Resources

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007	Parent/Community Involvement
Improve math skills of ESOL students through FastMath course as well as supplemental instruction to include but not limited to auditing grade level Math courses.	Math assessments and diagnostic tests including EAME, BART and SOLs	ESOL Department and Math teachers	Alternatives for providing supplemental math support.	Math assessment data.	Completion of lists of targeted students and formation of classes by the end of Q1.	None
Maintain a history of DRP scores and levels of all RCMS ESOL students since they have been in ESOL.	DRP test scores recorded in ESOL blue folders.	ESOL teachers	None	Blue folders kept on file by each ESOL language teacher.	Completion Spring 2006	None
Maintain information and records of students who have been in ESOL for a protracted length of time. Focus on improving English proficiency of these students using the Protracted Enrollment materials provided by the ESOL Department.	Assessment and proficiency records from Blue Folders of each student.	ESOL teachers	None	PEP-C forms provided by ESOL office to be completed for students with protracted ESOL enrollment. Protracted enrollment materials.	Ongoing	None
Explore alternatives for encouraging ESOL families to access school resources.	Information from students, parents, parent liaison, community members.	ESOL teachers, parent liaison, parent volunteers	None	Parent contact information on file in the main office.	First parent meeting by mid January 06; second meeting in Spring 06	Parents, community parent volunteers
Encourage ESOL students to become involved in extracurricular activities.	Student interest	ESOL teachers and those that sponsor activities	None	Information regarding activities	Ongoing	Inform parents of after school activities and the benefits of participating

SPECIAL EDUCATION

Objective: Special Education students will improve achievement in core content areas, with an emphasis on reading, writing, and mathematics.

Indicators of Achievement:

Special Education Indicators	Supported Division Target.
The total percent of students with disabilities demonstrating mastery of Reading 8 on the Standards of Learning assessment will increase 2% from 76.1% to 78%.	Target 2 Target 8
The total percent of students with disabilities demonstrating mastery of Writing 8 on the Standards of Learning assessment will increase 6.5% from 63.5 % to 70%.	Target 2
The total percent of students with disabilities demonstrating mastery of Mathematics 8 on the Standards of Learning and Plain English assessments will increase 5% from 75% to 80%.	Target 2 Target 8
The total percent of students with disabilities demonstrating mastery of Science 8 on the Standards of Learning assessment will increase 3.6% from 76.4 to 80%.	Target 2
The total percent of students with disabilities demonstrating mastery of US History II on the Standards of Learning assessment will increase 1.6% from 89.4% to 91%.	Target 2
The total percent of students with disabilities demonstrating mastery of Civics and Economics 8 on the Standards of Learning assessment will increase 5.3% from 74.7% to 80%.	Target 2

Areas of Focus:

- Increased emphasis within special education professional learning communities on the development and implementation of common instructional strategies to improve achievement of special education students within teamed or self-contained classrooms.
- Align new school-based basic skills course with a focus on English and mathematics across all BSR classrooms.
- Identify “at-risk” students for low performance on science SOL in teamed and self-contained classrooms and provide them with additional learning experiences.
- Identify and use additional resources and strategies to improve student writing.
- Investigate and implement strategies and programs to help those with learning disabilities achieve success in mathematics within a teamed or self-contained classroom.

SPECIAL EDUCATION WORK PLAN

Objective: Special Education students will improve achievement in core content areas, with an emphasis on reading, writing, and mathematics.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
Use of <i>Draft Builder</i> for focused instruction on the writing process.	SOL results from 2004-2005	Special education teachers involved in program	Yes. Teachers will have training and support through ITS.	Draft Builder software installed in computer lab.	September 2005 – March 2006		- IEP discussions. - This tool is a standard accommodation for the Writing SOL, so parents will be involved in adding this to the IEP testing accommodations.
Increase use of scientific and TI-83 calculators.	SOL results from 2004-2005	Special education teachers teaching math.	Yes. Sharing of strategies in PLC groups	- Scientific calculators - TI-83 calculators	September 2005- March 2006		- IEP discussions. - The TI-83 is a non standard accommodation for the Math 7/8 SOL test.
Use of <i>Inspiration</i> to assist instruction of the writing process	SOL results from 2004-2005	Special education teachers	None	<i>Inspiration</i> software	September 2005 – March 2006		- IEP discussions. - This tool is a standard accommodation for the Writing SOL.
Use of THINK LINKS for focused instruction	Pre- and Post-test assessment results	- Speech Therapist - Special Education	None	THINK LINKS template	On-going program used school-wide		None

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
Use of LINCS for vocabulary development through BSR classes	Pre- and Post-test assessment results	BSR teachers in 7 th and 8 th grades	-Basic Skills teachers trained last year. -New BSR teachers will attend county training	LINCS curriculum and materials provided by the county	On-going		IEP discussions
Use PIRATES test taking strategies in 7 th grade BSR classes	Pre- and Post-test assessment results	7 th grade Basic Skills teachers	-BSR teachers already trained through county in-services last year -New BSR teachers will attend county training -Continue with support training meetings during the school year	PIRATES curriculum and materials provided by the county	On-going		IEP discussions
Use RAP reading strategy to improve student's reading comprehension in Basic Skills classes	Pre- and Post-test assessment results	7 th and 8 th grade BSR teachers	-Basic Skills teachers trained last year. -New BSR teachers will attend county training	RAP curriculum and materials provided by the county	On going		IEP discussions
Use tape recorders in 8 th grade self-contained English class as a reading strategy to improve student's reading fluency, comprehension, and vocabulary	SOL scores for 2004-2005	8 th grade special education	None	-Tape recorders provided by principal - Tape recorded materials	On going		IEP discussions
Use PENS in 8 th grade Basic Skills classes for sentence building strategies to improve students writing ability	Post-test assessment results	8 th grade BSR teachers	-Basic Skills teachers trained last year -New BSR teachers will attend county training	PENS curriculum and materials provided by the county	On going		IEP discussions
Provide structured support for <i>Carson Kids Read</i> English department initiative in 8 th grade English classes	SOL results from 2004-2005	Selected special education teachers	Meeting time in PLC groups to generate support materials	CARS reading program	On going		- Parent discussions - IEP discussions - Parent letter

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
Provide after-school program focused on practice reading prompts in preparation for SOL reading test	SOL results from 2004-2005	Selected 8 th grade special education teachers	Meeting during PLC to determine and select students in need of remediation	-SOL released items -Other reading and support materials	Begin 2 nd semester		- Parent discussions - Parent letter
Work with PE Dept. on vocabulary development and adapting test materials	Discussions with PE teachers	-Special Education Dept. liaison -PE Dept. -Speech Therapist	None	-PE curriculum materials -PE vocabulary lists -PE project assignments	-School Year -On going		-PE Updates sent twice quarterly to parents in progress report
Work with elective teachers to provide structured information on all special education students needs and accommodations	Response to requests for better communication on special education students	Special Education Dept.	-Special Education liaisons to meet with assigned elective teachers -Share notebooks containing confidential sheets on special education students -Discuss specific students and supports	-Confidential Notebooks provided by Special Education Dept. Chair -Notebooks are prepared by Special Education Dept. Chair	-Prepare Confidential Notebooks in Sept. 2005 -Update as new students arrive or as changes are made on the IEP		None
Discuss and develop BSR resource notebook through PLC groups as newly revised Basic Skills Curriculum is implemented this year	-SOL results from 2004-2005 -Response by FCPS to requests for a more uniform BSR curriculum	7 th and 8 th grade BSR teachers	-BSR teachers will attend training as provided by the county	- <i>Measuring Up to the Virginia Standards of Learning</i> - <i>The Interactive Reader Plus</i>	On going		IEP discussions
Use United Streaming video clips in BSR classes to enhance curriculum	BSR teachers request for more resources to supplement curriculum	7 th and 8 th grade BSR teachers	-BSR teachers will attend training as provided by the SBTS at RCMS	United Streaming Video access	On going		IEP discussions

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
Use Dan Mulligan strategies and the LEARN template for structured classroom lessons and support	FCPS initiative	Special Education teachers	-Teachers attend in-service training as provided by the principal	Access to Mulligan materials Access to LEARN template	On going		None
Provide after school study club for support in Science 7/8	Quarterly grade of C or below and low achievement in common assessments given by the science dept.	Special Education teachers	None	FCPS Benchmarks, teacher made materials, other materials as appropriate	On going		Parent permission for students to attend and participate in the club with stated reason(s) as to why participation is being offered.
Provide after school study club for support in Math 7/8	Students who failed 5 th grade SOL and 7 th grade field-tested SOL	Special Education teachers	None	FCPS Benchmarks, teacher made materials, other materials as appropriate	On going		Parent permission for students to attend and participate in the club with stated reason(s) as to why participation is being offered.
Develop “Plans of Action” to support Math and Science curriculum offered through after school, Saturday school, Activity periods, and other times as appropriate.	Students participating in after school clubs and staying after school for extra support in these curriculum areas.	Special Education teachers	Case managers will work with core teachers to create plans that will support students who are pinpointed as needing extra help/support in math/science related areas and for all students with special needs in teamed and self-contained classes.	FCPS Benchmarks, teacher made materials to include mini-lessons, worksheets, direct instruction, use of technology, and other materials as appropriate.	On going		None

READING

Objective: Students will improve achievement in Reading

Indicators of Achievement:

Reading Indicators	Supported Division Target.
The percentage of students who are reading at or above grade level will increase by 1%.	Target 1
The percentage of students in the following subgroups will increase their Reading SOL score. <ul style="list-style-type: none"> • Asian from 97.6 to 98.6% • Black from 78.8 to 79.8% • Hispanic from 89.7 to 90.7% • White from 96.8 to 97.8% • ESOL from 84 to 85% • Students with disabilities from 76.1% to 77.1% • Fee waiver from 85.3 to 86.3% 	Target 8
The percentage of GTC students in the Reading SOL pass/advanced range will increase from 90.4 to 92.4%.	
7 th grade Black students will increase their SRI score from the fall to the spring.	
7th grade students with disabilities will increase their SRI score from the fall to the spring.	

Areas of Focus:

- Establishing a positive outlook for the Read 180 program with students, staff, and community.
- Give the SRI to all 7th grade students in the fall and the spring.
- Use SRI scores to identify students needing additional support.
- Use remedial classes, late bus days, and Saturday School to provide additional support.
- Introduce the seven reading strategies to staff members in all curricular areas.

READING WORK PLAN

Objective: Students will improve achievement in Reading.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
In-service for guidance and English departments for Read 180 program	Students reading below grade-level and teacher/guidance feedback	Read 180 teacher	Read 180 updates and training throughout year	Read 180 supplies	Fall		Parent agreement to program, Back-to-School Night, mailed reading updates, various open house opportunities
Administer and use SRI test	Achievement gaps in SOL scores	Read 180 and English 7 teachers	Training of English 7 teachers to administer test	30 computers loaded with SRI test, site license, technical support	Fall and spring		Communication of Lexile score when appropriate
Use data to select and re-evaluate student placement in remedial support situations	SRI scores, teacher input, and SOL scores	Guidance department, English department, & other departments	Education of English and Guidance department	Test scores and teacher input	Fall and end of 1 st semester		Communication with parents when appropriate
Introduce 7 Reading Strategies to teaching staff	Teacher feedback	English department	Whole-school in-service	Terri Rubin, Margaret Breen, Tina Lane	January		Information posted on RCMS website

SCHOOL CLIMATE

Objective: To ensure that Rachel Carson Middle School provides a professional, friendly, positive, and safe student-centered climate in which students and adults can learn. Students, staff and parents will actively maintain and maximize our positive school climate.

Indicators of Achievement:

School Climate Indicators	Supported Division Target.
The number of students who have repeated disciplinary incidences recorded in SASI will decrease.	Target 9
The emergency procedure plans will be improved to promote greater efficiency, consistency, and safety for staff and students.	Target 9
There will be a variety of clubs and after school activities to enhance minority students' academic and social school experiences.	Target 9

Areas of Focus:

- * Students with repeat disciplinary actions
- * Safety of emergency procedure plans
- * Participation of diverse populations in after school programs

SCHOOL CLIMATE WORK PLAN

Objective: To ensure that Rachel Carson Middle School provides a professional, friendly, positive, student-centered climate in which students and adults can learn. Students, staff and parents will actively maintain and maximize our positive school climate..

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent/Community Involvement
					2005-06	2006-07	
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice?		Will parents or the community be involved? If so, how?
-Obtain baseline data of the students with repeat disciplinary incidences. -Work with staff to develop alternative strategies for working with these students.	- SASI disciplinary and attendance records - Teacher and Counselor observations	- Admin team - Guidance staff - Teachers	Faculty and department meetings	TBD	June 06- to develop and analyze plan	June -07- implementation	Yes- parent input solicited
Review and revise emergency procedures.	Logs for emergency drills	- Admin team - All other staff	Revised plans distributed and discussed at leadership and faculty meetings	None	May -06	Completed	Obtain input from Risk management and local fire and police agencies
Gather and break down attendance records for current after school programs.	Club and activity attendance records	The after-school program coordinator	None	None	June -06	Revisit needs	None at this time

Appendix A

Rachel Carson Middle School Vanguard Team Planning Document



*Team Planning Document for
Rachel Carson Middle School*



School Administrator for Technology- Shawn Brown

School-Based Technology Specialist (SBTS) - Steve Holmlund

It is essential that the SBTS is a leading member of the Vanguard team. The SBTS serves as the liaison between the Office of Middle School Instruction (OMSI) and the Vanguard Team and represents the school team at the middle school SBTS meetings.

Additional information and resources can be obtained from the FCPS 24/7 Middle School Technology course.

Vanguard Team Members

Name	Curriculum Area	Grade Level
1. Ellen Bickford	Read 180, Web Curator	7-8
2. Shawn Brown	Assistant Principal	7-8
3. Angie Cahill	Math, All-Stars Team	7
4. Stephanie Danker	Art	7
5. Heather Douglass	Science, Champions Team	7
6. Carla Gibson	English, X-Treme Team	8
7. Steve Holmlund	SBTS	7,8
8. Lauren Kennedy	English, Dolphins Team	8
9. Allison Lotkowski	MR/Autism	7,8
10. Robert Maffett	TSSpec	7,8
11. Susan Miles	English, All-Stars Team	7
12. Lori Molnar	Physical Education	7,8
13. May Palalay	Math/Algebra, Wolves Team	8
14. Kara Piazza	Math/Algebra, Dream Team	7
15. Erin Powers	Civics, Yellow jackets Team	8
16. Kevin Scott	History, Trailblazers Team	7
17. Debby Surniak	Science, Dolphins Team	8
18. Leigh Toweson	English, Trailblazers Team	7
19. John Wenk	Tech Tools, Advanced Tech Tools	7,8

**Rachel Carson Middle School
Appendix A Vanguard Team Planning Document**

24 Feb 2006

Vanguard Team Chairperson (s)	<u>Steve Holmlund</u> <u>Bob Maffett</u>
Phone Number(s)	<u>703-925-3600</u>
Date of Vanguard Team's planning meeting for the 2005-2006 school year	<u>July 27-28, 2005</u>

VANGUARD GOALS FOR SY 2005-2006:

- ❖ *Meet the requirement for 100% of all instructional personnel to demonstrate proficiency in the use of technology for instruction*
- ❖ **Highlight and encourage the use of technology in the instructional program for students**
- ❖ **Our school's Vanguard focus for SY 2005-2006 is:**

**Fully implement the MS Laptop Initiative for all staff members who received a laptop.*
**Implement the United Streaming Initiative so a majority of our academic teachers utilize this tool.*
**Fully implement BART, SRI, Read180, ARI, and SOL on-line initiatives.*
**Expand the inclusion of viewpoints of all "Technology Stakeholders" at RCMS to include students and parents.*

Vanguard Technology Integration Team Release Time

How will the team members plan and utilize their initial planning day of eight (8) total release days and the team's other sixteen (16) total release days to reach these goals? Schools have found it helpful to conduct the initial planning day prior to the beginning of the school year. The following are suggestions of ways to meet school needs using the other release days without requiring a large number of substitutes on a specific day:

- One or two Vanguard members use a day to model lessons for other teachers, or to plan a school-based training session.
- Members use a day to offer training throughout the day for teachers during their Instructional Professional Responsibility (IPR) or conference periods.
- A teacher observes and assists a colleague in implementing an integrated lesson using technology with students in preparation for implementing the lesson in his/her own classroom.
- The school's SBTS meets with educators to finalize portfolios for the Technology Standards for Instructional Personnel (TSIP).
- Vanguard members use a day to obtain training to better prepare themselves to train the staff.
- Teachers create materials for the integration of technology into specific instructional programs that will be shared with colleagues.

Training and Meeting Options

The two alternatives for using the Vanguard Team release time are substitute time and payment for off-contract time.

- When substitutes are hired, please use substitute code 720304-2030.
- As an alternative, if planning/training is conducted outside of contract time the teachers may be paid at the rate of \$15.00 per hour. *The Vanguard Team must plan in advance with the Office of Middle School Instruction (OMSI) for this option in order for the teachers to be paid.* **Each school choosing this option must complete the *Time Sheet Request* form, which is Attachment B of the FY 2005 Vanguard memo and submit to Diane Harazin, via e-mail.**

This form can also be accessed from MS Vanguard intranet site, <http://fcpsnet.fcps.edu/is/omsi/mstech/vanguard2.htm>. OMSI staff will prepare the time sheets and send them to you via the pony mail. At the planning/training session, request that each teacher verify the information on their time sheet and then sign his or her name in the appropriate location at the bottom of the form. The SBTS should return all the time sheets for that training session to Diane Harazin at Lacey Center via the pony mail immediately after the planning/training session is completed.

Please contact Diane Harazin via e-mail or by phone at 703-846-8691 with any questions on these procedures.

Schedule of Use for Vanguard Team Time

Please list the plan for your Vanguard Team's release time.

The RCMS Vanguard team now consists of 19 members due to the fact that our committee has been tasked with "all things technology" in the school and to insure representation from all teams and departments. Our tasks include assisting with central initiatives (inventory, SMS, etc.), managing a local technology budget including PTA support, maintaining a dynamic training program through ongoing PLC and "PLC-Tech" sessions (please see Appendix A), and collaborating with all RCMS stakeholders (please see Appendix B). Given our historical association with Net Day (www.netday.org), the Jason Project (www.jason.org), and our desire to host an annual technology event of benefit to the community (National Geographic explorer and Jason founder, Dr. Robert Ballard last year), our committee is charged with a variety of both local RCMS and central FCPS initiatives. (See individual roles in Appendix C).

At RCMS we would like to explore using alternative means to offer training to reduce the necessity of face-to-face meetings. Given that access to technology is no longer an issue due to the provision of laptops for our instructional staff members, we need alternative delivery vehicles that can be "on-demand." Time is needed to determine what has already been done, e.g. our own "Technology How-Tos" folder on our server, along with central initiatives and postings on FCPS 24-7, and to create appropriate materials as needed. We hope to explore the use of the software program, Captivate, in order to create short training clips incorporating screen shots and audio prompts.

Please note that RCMS used 16 days of our 24 during the Summer Release Time – invaluable for planning purposes. We would be eager to utilize additional days if available, so that each Vanguard Team Member might be able to have a day for creating a training demo using Captivate software. 8 more days would be needed for all Vanguard members to serve in this manner.

For Substitute Time:

First & Last Name	Date(s)
Ellen Bickford	April 26 th or April 27 th
Angie Cahill	April 26 th or April 27 th
Stephanie Danker	April 26 th or April 27 th
Heather Douglass	April 26 th or April 27 th
Carla Gibson	April 26 th or April 27 th
Lauren Kennedy	April 26 th or April 27 th
Allison Lotkowski	April 26 th or April 27 th

Susan Miles	April 26 th or April 27 th
Lori Molnar	April 26 th or April 27 th
May Palalay	April 26 th or April 27 th
Kara Piazza	April 26 th or April 27 th
Erin Powers	April 26 th or April 27 th
Kevin Scott	April 26 th or April 27 th
Debby Surniak	April 26 th or April 27 th
Leigh Toweson	April 26 th or April 27 th
John Wenk	April 26 th or April 27 th

For Off-contract Time: Summer 2005

First Name	Last Name	Employee ID	Date	# Hours
Kara	Piazza	148300	7/27-7/28	12
Leigh	Toweson	147573	07/27/05	8
Kevin	Scott	145601	07/27/05	8
Stephanie	Danker	143166	7/27-7/28	12
Heather	Douglass	148328	7/27-7/28	12
Angie	Cahill	162190	7/27-7/28	16
May	Palalay	148697	7/27-7/28	16
Ellen	Bickford	136275	7/27-7/28	16
Lauren	Kennedy	129245	7/27-7/28	16
Shawn	Brown	110142	7/27-7/28	8
John	Wenk	102630	07/28/05	4

School Based Resources

The purpose of this section is to identify school based resources that can be used to provide time for the Vanguard Team to communicate and administer training on a regular basis. Discuss the following local school options with the members of the Vanguard Team.

X	Utilization of the Vanguard Team’s school committee time for development of innovative instructional strategies for using technology in the classroom.	X	Small group meetings during IPR/planning periods
X	Utilization of after-school time for sharing and learning	X	Other- goal to produce brief Captivate training clips
X	Consistent communication through email	X	Other – seeking to purchase several copies of Captivate in order to diversify locally-created training materials
X	Participation in customized training offered by training specialists and/or local personnel		Other _____ _____

Staff Technology Inventory

State licensure requires that all instructional personnel demonstrate proficiency in the use of technology for instruction. To assist educators who must meet this goal, there is an online Technology

Self-Assessment Tool available on the Technology Standards for Instructional Personnel (TSIP) web page, on the Internet at: <http://www.fcps.edu/dis/OITS/tsip/>

After the Vanguard Team has gathered information on the technological skill level of the staff, they should estimate the current technological literacy of the staff and reflect on the progress made over the past year. Many site-based factors will affect the progress such as staff mobility and participation in technology projects. Vanguard Team members should read and discuss the three categories **listed below** and then estimate the percent of total instructional personnel within the school that fit into each category.

Entry - The instructional professional has little to no knowledge of the operational skills associated with a computer operating system (Windows) and basic productivity software (Microsoft Office)

Operational - The instructional professional has an intermediate understanding of the operational skills associated with a computer operating system (Windows or Macintosh OS) and basic productivity software (Microsoft Office or AppleWorks and telecommunications). The instructional professional uses the identified technology tools for his/her curricular program in a limited way.

Integration - The instructional professional has operational skills in both operating system (Windows or Macintosh OS) and productivity software (Microsoft Office or AppleWorks and telecommunications). The instructional professional fully uses the identified technology tools for his/her curricular program.

Percent of staff turnover from the previous school year to this school year: 19% instructional staff, not counting IAs.

	SY 2004-2005	SY 2005-2006
Entry-	<u>4</u> % of Staff	<u>0</u> % of Staff
Operational-	<u>46</u> % of Staff	<u>42</u> % of Staff
Integration-	<u>51</u> % of Staff	<u>58</u> % of Staff
Totals-	<u>100</u> % of Staff	<u>100</u> % of Staff

Staff Development Options

This section is intended to assist in the development of a staff development plan that will meet the needs of all the instructional personnel at varied levels. Check off the training options that may be a possible resource in your school.

<input checked="" type="checkbox"/>	SBTS or staff member offer sessions through IPR periods	<input checked="" type="checkbox"/>	Technology training sessions offered by parents/students
<input checked="" type="checkbox"/>	Instructional strategy sharing sessions	<input checked="" type="checkbox"/>	Informal sessions with a technology trainer
<input checked="" type="checkbox"/>	FCPS 24-7 Learning (Blackboard)	<input type="checkbox"/>	Instructional technology reading groups
<input checked="" type="checkbox"/>	Technology buddies	<input checked="" type="checkbox"/>	Sharing sessions at faculty meetings
<input checked="" type="checkbox"/>	Students helping educators	<input checked="" type="checkbox"/>	After school sessions
<input checked="" type="checkbox"/>	Rotating substitutes	<input checked="" type="checkbox"/>	Email Public Folders

Please respond to the following for the Synthesis of Training submission June 8, 2006

Restate your school's Vanguard focus for this school year:

- *Fully implement the MS Laptop Initiative for all staff members who received a laptop.
- *Implement the United Streaming Initiative so that a majority of our academic teachers utilize this tool.
- *Fully implement BART, SRI, Read180, ARI, and SOL On-line initiatives.
- *Expand the inclusion of viewpoints of all "Technology Stakeholders" at RCMS to include students and parents.

How has this plan addressed this focus?

Principal's Signature (for June 8, 2006 Update) _____ **Date** _____

Synthesis of Training Options

List each of the technology staff development options that will be offered to educators in the school. Break the offerings down by technology level (entry, operational, integration) and semester. Make sure that you are meeting the needs of all educators while putting the greatest emphasis on the level with the greatest need. In addition to completing this page for the November 6 deadline, your team will also be asked to submit another copy of this page by June 8, 2005 with the completed activities highlighted for identification and the principal's signature (see above). Please send this form electronically via e-mail to Diane Harazin and fax the administrator-signed copy to 703-846-8757.

Please see Appendix A – all options are appropriate for users rated at operational or integration levels. All sessions are to be held at RCMS – rooms will vary thanks to the laptop availability for staff members.

Discussion of Training Issues

- What are the sign-up procedures for training sessions that are running in the school?

Sign-up procedures are not required. All staff members are invited to attend all sessions. A few are labeled mandatory for teachers and/or all instructional staff.

- What are the procedures for keeping a record of participants for each training session? What are the arrangements with the principal for recertification points for participation (learner and instructor)?
<http://fcpsnet.fcps.edu/is/omsi/mstech/vanguard.htm>

SBTS maintains a sign-in sheet.

- How will training be advertised (posters, flyers, web page, e-mail, etc.)?

Exclusively by e-mail

- How will the effectiveness of the sessions be evaluated?

<http://fcpsnet.fcps.edu/is/omsi/mstech/vanguard.htm>

Training evaluation forms will be used periodically, along with Blackboard staff surveys (Appendix D and limited Fall Results in Appendix E).

Dissemination Plan

How will the proposed training plan be presented to the administration and staff?

Check those that apply:

X	Faculty Meeting Presentation	X	Meetings with the Administration
X	Team Discussions		Posters or flyers advertising training sessions
X	Department Meetings	X	School Outlook Folder

Vanguard Plan Submission Deadline for School Year 2005-2006

December 1, 2005 –Return **electronic** copy via e-mail (dmharazin@fcps.edu) and please fax last page with the *principal's signature* to 703.846.8757.

If you have any questions, call or email:

Diane Harazin (703. 846.8691)
Instructional Services
Lacey Center
<http://fcpsnet.fcps.edu/is/omsi/mstech/vanguard.htm>

This document has been developed by the members of our school's Vanguard Team and presents an implementation plan for technology integration at Rachel Carson Middle School.

Signature

Date _____ Principal's

Appendix A: 2005-06 RCMS Technology PLC Tech Schedule

Month	Dates	Topics
September	7th and 8th	Laptop and IGPro set-up **Optional after school session** MAC training 3:00 - 3:30 A113 and 4 "Lab
September	14th	Shepherds" make how to take care of mobile labs handouts
September	14th and 15th	Blackboard set-up
September	28th and 29th	IG-Pro Exporting for interims
September	last two weeks	Complete Vanguard Survey
October	12th and 13th	United Streaming, projector set-up, speaker and tv hook-up, How Tos reminders and requests
October	26th and 27th	Other uses of Outlook (calendar, distribution lists, managing contacts, creating folders, meeting reminders, task lists, notes, signatures, color coding emails) **Optional for returnees, Mandatory for newbies** IGPro Exporting of grades for
November	2nd and 3rd	1st quarter
November	16th and 17th	Session skipped due to ACIS inventory initiative
Nov/Dec	30th and 1st	United Streaming - embedded vs. hyperlinked clips within PowerPoint
December	7th and 8th	PLC visitations - Math/English = Princeton Review, History = mobile lap top training, Science = Abacus SURVEY DRIVEN SESSION
January	11th and 12th	PLC driven - Smart Board vs. SchoolPad, featuring Inspiration
January	18th and 19th	Advanced Blackboard (discussion board, digital drop box, upload files, surveys, assessments)
January	25th and 26th	**Optional** End of Semester Exporting
February	22nd and 23rd	PLC driven - Math = TI-84 and Access, English = Draft Builder, History = Map
March	15th and 16th	Maker Tool Kit and Timeliner, Science = ? Elibrary??
April	19th and 20th	Using templates to add to the Carson website (in the new PC lab)
May	10th and 11th	Using templates to add to the Carson website (in the new PC lab)
June	7th and 8th	**Optional** The little things (burning CDs) Final exporting and Year's Wrap-up
Fall	5 Tuesdays	Staff Development Course - MS Laptop Initiative
Spring	5 Days	Staff Development Course - Photoshop Elements for Beginners
Spring	5 Days	Staff Development Course - Photoshop Elements - Advanced **MUST SEND 2 PER TEAM AND 1 FROM EACH ELECTIVE DEPARTMENT**

Other Ideas:

- Microsoft Publisher
- Adobe Acrobat
- What to do with extra computer-one computer classroom?
- Sending progress reports through IGPro??
- MAC training - Optional session 9/14/05
- Web Quests
- TI-84 and the computers
- Digital Camera refresher (editing, saving)

Appendix B: 2005-06 RCMS Technology Stakeholders

What applications are required, recommended, suggested, or n/a for each technology user in the RCMS community when they enter the school? Users (stakeholders) were polled when possible; otherwise the following suggestions are from the RCMS Vanguard team. Applications are numbered in a key and listed as Required, Recommended, Suggested or N/A for each category of user. Still a work in progress...

Students		Source/Skill Sets	Required	Recommended	Suggested
7th	ISTE - POTS		8,10,16,33,44,59,62	19,41,42,47,64	18,32,37,39,43,49,50,51,63,70
8th	ISTE - POTS		8,10,16,33,44,59,62	19,41,42,47,64	18,32,37,39,43,49,50,51,63,70
Staff					
Teachers		Source/Skill Sets	Required	Recommended	Suggested
Algebra	Experience		5,8,10,15,16,26,31,33,36,38,41,42,44,48,58,59,64,67,68,69,71	7,19,51,63,66	2
Power Math/ARI Teacher	Experience		5,10,15,16,31,33,34,36,41,42,44,48,58,59,67,68,69,71	7,19,51,63,66	2
Art	Input		5,10,15,16,31,33,36,44,48,58,59,67,68,69,71	7,19,42,43,51,63,66	24,70,Laserdiscs
Drama	Experience		5,10,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,32,43,51,63,66	
English - 7	Experience		5,8,10,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,27,51,63,66	20,32,41,43,66
English - 8	Input		5,8,10,14,15,16,31,33,36,44,48,58,59,67,68,69,71	7,19,27,32,41,42,51,63,66	20,43,57,60,66
ESOL	Input		5,8,10,14,15,16,31,32,33,36,41,42,44,48,50,55(chair),58,59,67,68,69,71	7,19,27,37,43,51,63,65,66	57
Family & Consumer Sciences	Experience		5,10,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,51,63,66	
Foreign Language	Input		5,10,14,15,16,31,33,36,42,44,48,50,58,59,67,68,69,71	7,19,27,32,43,51,63,66	65
Geometry	Experience		5,8,10,15,16,31,33,36,41,42,44,48,58,59,64,67,68,69,71	7,19,51,63,66	
Math - 7	Experience		5,8,10,15,16,31,33,36,41,42,44,48,58,59,64,67,68,69,71	7,19,51,63,66	2,29,34
Math - 8	Input		2,5,8,10,14,15,16,26,38,31,33,36,42,44,48,58,59,62,64,67,68,69,71	7,19,41,51,63,66	29,32,34,43,57,60,66
Music	Experience		5,10,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,51,63,66	43
P.E.	Input		5,10,14,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,27,51,63,66	18,39,41,43,Heart Mons.
Read180 Teacher	Experience		5,10,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,51,63,66	43
Science - 7	Input		1,5,10,14,15,16,31,33,36,42,44,48,53,58,59,67,68,69,71	7,19,27,51,63,66	32,41,43,Laserdiscs
Science - 8	Experience		1,5,10,14,15,16,31,33,36,42,44,48,53,58,59,67,68,69,71	7,19,41,51,63,66	32,43
Social Studies - Civics	Input		5,10,14,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,17,19,27,32,37,43,51,63,66	66
Social Studies - History	Input		5,10,14,15,16,31,33,36,42,44,48,58,59,62,67,68,69,71	7,19,27,32,37,43,51,63,65,66	66

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Special Ed - High Incidence	Experience	5,8,10,14,15,16,31,33,36,42,43,44,48,58,59,67,68,69,71	7,19,27,32,37,51,63,65,66	
Special Ed - Low Incidence	Experience	5,10,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,51,63,66	43
Tech Ed	Experience	5,10,14,15,16,31,33,36,42,44,48,58,59,67,68,69,71	7,19,51,63,66	
Tech Tools	Experience	5,10,15,16,31,33,36,41,42,44,48,58,59,67,68,69,71	7,19,32,43,51,63,66,70	

Administrators	Source/Skill Sets	Required	Recommended	Suggested
Assistant Principals	Experience	7,9,10,19,22,41,42,43,44,48,51,55,56,67	32	
Director of Student Services	Experience	7,9,10,19,22,41,42,43,44,48,51,55,56,67	32	
Principal	Experience	7,9,10,19,22,41,42,43,44,48,51,55,56,67	32	

Special Needs (additional)	Source/Skill Sets	Add'l Required	Recommended	Suggested
Department Chairs	Experience	7,19,22,41,42,43,51	32	
Team Leaders	Input	7,43	41	
Special Ed. Dept. Chair	Experience	7,19,22,41,42,43,51,55	32	
Lit Mag Sponsor(s)	Experience	7,19,43,49,51	32	
Message Board Op. & Back-up	Experience	7,45		
Newspaper Sponsor(s)	Experience	7,19,43,49,51	32	
RC-TV Sponsors (4)	Experience	7,18,19,39,Teleprompter SW,51	43	
SCA Sponsors (2)	Experience	7,45,63	43	
Video Archivist Sponsor(s)	Experience	7,18,19,39,51	43	
Web Curator & Support	Experience	7,19,41,42,43,51,70	32	
Yearbook Sponsor(s)	Experience	7,19,49,51		

Support Staff	Source/Skill Sets	Required	Recommended	Suggested
Building Engineer	Experience	44,48,Bldg. Manage SW,67		
Cafeteria Supervisor	Experience	41,44,48,67		
Clinic Personnel	Experience	44,48,55,67		
Custodian Supervisors	Experience	44,48,67		
Finance Specialist	Experience	15,28,30,41,44,48,56,67		
Guidance Assistants	Experience	44,48,55,67		

Support Staff	Source/Skill Sets	Required	Recommended	Suggested
Guidance Counselors	Experience	7,10,19,42,44,48,51,67	32	

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Instructional Assistants	Experience		10,44,48,67		
Itinerants	Experience		10,44,48,67		
Library/Media Center Specialists	Experience		21,44,48,67,iBistro,		
Office Assistants	Experience		35,42,44,48,67		
School Police Officer	Experience		19,42,44,47,(FC Gov't),48,51		
School Psychologist	Experience		10,42,44,48,67		
School Social Workers	Experience		10,42,44,48,67		
School-Based Tech Specialist	Experience	1,3,4,5,7,8,10,14,15,16,18,19,21,22,32,31,33,36,37,41,42,43,44,48,51,55,57,59,60,61,	62,63,66,67,68,69,71	2,6,38,39,40,46,49,50,52,53,65	11,12,17,20,24,26,27,29,45,5 4,64
Speech/Language Clinician	Experience	5,7,10,14,16,19,27,,33,36,42,44,48,51,55,59,67,69,71		6,11,32,63,66,72	18,43
Tech Support Specialist	Experience		3,5,9,10,14,16,19,42,44,48,51,61,67	32	12

Parents	Source/Skill Sets	Required	Recommended	Suggested
Home Access Only	Experience		10,42,44,47	
Parent Volunteers	Experience		10,42,44,47	

Guests	Source/Skill Sets	Required	Recommended	Suggested
Community Usage	Experience			47
Repair	Experience			47
Trainers	Experience			47
Training Participants	Experience			47

Software/Peripheral

<u>Number in Key</u>	<u>Software/Peripheral</u>	<u>Number in Key</u>
1	MapMaker's Toolkit	37
2	Mathtype	38
3	Movie-making SW	39
4	MS Access	40
5	MS Excel	41
6	MS PowerPoint	42
7	MS Publisher	43
8	MS Word	44
9	Msg. Board SW	45

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Blackboard	10	NCS Mentor	46
Boardmaker	11	Other E-mail	47
Captivate	12	Outlook	48
CASPS	13	PageMaker	49
CD Programs	14	PALS	50
ClassXP	15	Photo-editing SW	51
Copyright Guidelines	16	PhotoShop (Elements)	52
C-Span	17	Probeware	53
Digital Camcorders	18	Read180/SRI	54
Digital Cameras	19	SASI	55
DraftBuilder	20	School Dude	56
Ecole	21	SchoolPad	57
EDSL	22	SEMS	58
FAMIS	23	Server Storage	59
Flash	24	SmartBoard	60
FS Direct	25	SMS	61
GeoSketchpad	26	SOL Testing on-line	62
Graphic Organizers (MSS)	27	Surveys (BB)	63
Great Plains	28	TI Connect	64
Green Globes & Graphing Eq.	29	Timeliner	65
iCasp	30	TV Hook-up	66
IGPro	31	U-Connect	67
Inspiration	32	United Streaming	68
Internet Research	33	Virus protection	69
Larson	34	Web Design	70
Lawson	35	Windows Media Player	71
LCD Hook-up	36	Writing with Symbols	72

Appendix C: 2005-06 RCMS Technology Vanguard Roles

Lab Monitors	Trainer	Clubs (Tech - EOY?)	How-Tos	Researchers	Note-Taker(s)	Food Planner	Data Collection-Vanguard Plan
C112-C134 A113, A116	Spec.Ed. Angie	?ATT, Team, Club(1)					
-	-	-					
B212	Sci8	Newspaper Science Olympiad					
A212	***	RC-TV	Interested			Ellen	
-	Carla Gar.?						
Ask Mark Bolt	Sci7						
B112	-	Science Olympiad					
-	Kara						
-	SS7	(Moosa)			Kevin		
-	Eng8	Newspaper	Interested				
B115-workroom	Eng7	(Moosa)			Leigh		
-	PE	-					
C214	Math8		Interested				
-	Admin/Guid.						Shawn
-	Art/Music	Yearbook/LitMag.					
A213	***	RC-TV, ATT, VA???					Steve
not needed	-	LitMag					
Workroom			By Curric.				
		YWFCC-Mark/Ben					

Appendix D: 2005-06 RCMS Technology Survival Skills

Name: _____ (this will be kept confidential – only Steve will know). He will tally the responses and use this as an indicator in our annual Vanguard Plan. Thanks!

How-To Sheets will be created on a prioritized basis upon completion of the survey. They will be posted in the TLC/PLC Blackboard Community and in the RC-Technology public folder in Outlook.

Are you able to do the following?

All Staff Members –Check off or enter Yes if you can do this. Enter No if not sure.

Personal Skills

- _____ I know a Vanguard person whom I can go to for help.
- _____ I know how to use U-Connect to check leave, print pay stubs, enroll in a course, etc.
- _____ I know how to use SEMS online to arrange for a sub.

Server Skills

- _____ Save a file to your personal folder on the staff server.
- _____ Access a public folder on one of the staff and student servers.
- _____ Post an announcement to be aired on RC-TV in the morning.
- _____ Save a digital picture to the Archives shared folder.
- _____ Connect to school server/printers from home.

Printer Skills

- _____ Change a default printer on your PC.
- _____ Load paper into a networked printer.
- _____ Change a networked printer toner cartridge.
- _____ Change the cartridges on an inkjet printer.
- _____ Print a document in color on an RCMS networked color laser printer.

Software Skills

- _____ Use Microsoft Word for professional purposes.
- _____ Use Microsoft Excel for professional purposes.
- _____ Use Microsoft PowerPoint for professional purposes.
- _____ Use Microsoft Access for professional purposes.
- _____ Use Microsoft Publisher for professional purposes.
- _____ Use pre-made Inspiration templates with students.
- _____ Created an original Inspiration template and used with students.
- _____ Use Dreamweaver for professional purposes.

Multimedia Skills

- _____ Take a digital picture with one of the school's digital cameras.
- _____ Edit a digital picture to change its size, brightness, etc.
- _____ Use a digital camcorder to capture footage.
- _____ Bring camcorder footage into a computer.
- _____ Edit footage into a movie.

- _____ Burn a CD.
- _____ Use United Streaming.

Blackboard Skills

- _____ Login to Blackboard.
- _____ Access the TLC/PLC Blackboard community.
- _____ Post weekly announcements on your Blackboard course site(s).
- _____ Upload (post) a file to Blackboard.
- _____ Add/Remove/Modify users in a Blackboard course site.
- _____ Change a student's password in Blackboard.
- _____ Send files from school to home and vice versa via Blackboard's digital dropbox.
- _____ Assist students with using the Digital Drop Box to send files from school to home and to submit on-line files to the teacher.
- _____ Manage (hide, retitle, alter color/look of) buttons.
- _____ Manage a student discussion board.
- _____ Maintain an interactive, dynamic Blackboard site.

Outlook Skills

- _____ Use Outlook for professional purposes.
- _____ Send files from school to home as an attachment via Outlook.
- _____ Create an Outlook distribution list.
- _____ Create Outlook folders within your inbox for storing like messages.
- _____ Access Public Folders in Outlook.
- _____ Use Outlook Web Access at home (or if your Outlook client isn't working).
- _____ Post a message to Staff News.
- _____ Access school calendar.

Class XP / IGPro

- _____ Take and submit attendance with ClassXP.
- _____ Create seating charts in ClassXP.
- _____ Access parent information from within ClassXP.
- _____ Access parent information from within IGPro.
- _____ Maintain an IGPro gradebook .
- _____ Print Student Progress Reports in IGPro.
- _____ Export grades at the end of a grading quarter.
- _____ Update the Average Calculation Spreadsheet after every quarter.
- _____ Track Promotion Benchmarks in IGPro.

Security

- _____ Run Trend to check student projects on CD or floppy.
- _____ Update the PC-Cillin virus protection software.
- _____ Run the PC-Cillin virus checker to scan for viruses.

Teacher Laptops

- _____ Use wireless laptop.
- _____ Using laptop, access email.
- _____ Using laptop, access IG-Pro.
- _____ Using laptop, access Class XP.

- _____ Using laptop, access Blackboard, 24-7.
- _____ Hook laptop up to TV in classroom.
- _____ Hook laptop up to LCD projector and speakers.
- _____ Hook laptop up to Smartboard.

Computer Labs

- _____ Sign up for a computer lab on Outlook.
- _____ Use a computer lab with students for instruction.
- _____ Monitor and clean-up the computer lab after usage and report any issues.
- _____ Set-up and use a mobile laptop lab.

Macintosh

- _____ Access the school servers from a Macintosh (pre-system X).
- _____ Access the school servers from a Macintosh using system X.
- _____ Use a Macintosh for all basic computer functions.
- _____ Login to bypass the school's Macintosh desktop security (if needing to change printer or check on a Control Panel).