

Ringgold MS

TSI non-Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Ringgold Middle School		101637002/8103
Address 1		
2 Ram Drive		
Address 2		
City	State	Zip Code
Monongahela	PA	15063
Chief School Administrator		Chief School Administrator Email
Randall Skrinjorich		rskrinjorich@ringgold.org
Principal Name		
Tim McKay		
Principal Email		
tmckay@ringgold.org		
Principal Phone Number		Principal Extension
7242582211		3011
School Improvement Facilitator Name		School Improvement Facilitator Email
Ron Gallagher, IU1		ronald.gallagher@iu1.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Timothy McKay	Principal	Ringgold Middle School	tmckay@ringgold.org
Shannon Crombie	District Level Leaders	Ringgold School District	scrombie@ringgold.org
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Erica Genchur	Teacher	RMS Special Education Teacher	egenchur@ringgold.org

Vision for Learning

Vision for Learning

Ringgold School District Vision: Preparing the leaders of tomorrow, one student at a time. Ringgold School District Mission: The mission of the Ringgold School District is to provide a world-class, student-centered education that maintains high expectations and ensures successful outcomes for every student through participation in an academically intensive environment that develops and prepares the whole child for entry into an ever-changing global workforce.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Language Arts ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All student groups met the standard for academic growth as to ELA.
Indicator Mathematics ESSA Student Subgroups Multi-Racial (not Hispanic), Students with Disabilities	Comments/Notable Observations The subgroup of students with disabilities and 2 or more races met the standard for academic growth.

Challenges

Indicator ELA Proficiency ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations These groups did not meet their respective interim goals for proficiency.
Indicator Math Proficiency ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations These groups did not meet their respective interim goals for proficiency.

<p>Indicator Math Growth ESSA Student Subgroups White, Economically Disadvantaged</p>	<p>Comments/Notable Observations These groups did not meet the standard demonstrating growth in Math.</p>
<p>Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations These groups did not meet the performance standard for attendance.</p>
<p>Indicator Career Benchmark Standards ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations These groups did not meet the performance standard.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student groups met the standard for academic growth as to ELA.

The subgroup of students with disabilities met the standard for academic growth for Math.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged

Math Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged

Growth in math and science for the All Student Group and Students Considered Economically Disadvantaged

Regular attendance for all student groups.

Career standards benchmark for all student groups.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Proficiency All Student Group - 34.8% Proficiency for Students with Disabilities - 5.5% Proficiency for Economically Disadvantaged - 24.8% Proficiency for African American Students - 18.2% Proficiency for Hispanic Students - 35%	Increase in performance from previous year
Growth for All Student group and each subgroup	All student groups increased growth from the previous year and met the interim state target for growth.

English Language Arts Summary

Strengths

Improved lesson plan review around proper standard, goal, and assessment alignment.
Increased standards-based professional development with ongoing administrative support.

Challenges

Addressing learning gaps student may have from prior year(s).
Effective support for students with disabilities in the regular education classroom.

Mathematics

Data	Comments/Notable Observations
Proficiency All Student Group - 11.3% Proficiency for Students with Disabilities - 1.8% Proficiency for Economically Disadvantaged - 6.4% Proficiency for African American Students - 2.3% Proficiency for Hispanic Students - 25%	Increase in performance from the previous year, with the exception of African American students.
Growth for All Student group and Students Considered Economically Disadvantaged	These groups did not meet the standard for growth, but Students with Disabilities and Black students did meet the growth target.

Mathematics Summary

Strengths

Improved lesson plan review around proper standard, goal, and assessment alignment.

Increased standards-based professional development with ongoing administrative support.

Challenges

Addressing learning gaps student may have from prior year(s).

Effective support for students with disabilities in the regular education classroom.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science Proficiency - All groups	No groups met the interim goal and increased performance from the previous year.

Science, Technology, and Engineering Education Summary

Strengths

Improved lesson plan review around proper standard, goal, and assessment alignment.

Increased standards-based professional development with ongoing administrative support.

Challenges

Addressing learning gaps student may have from prior year(s).

Effective support for students with disabilities in the regular education classroom.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark - All Students	81.4% of students met standards benchmark. State goal was 98%.
Career Standards Benchmark - Subgroups Students with Disabilities - 73.5% African American Students - 75% Economically Disadvantaged Students - 81.1%	All subgroups fell below the performance standard.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Increased benchmark checking for yearly artifact collection.

Improved reporting system for student artifact tracking.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Integrating career artifact collection in the classroom.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Achievement: ELA and Math	4.5% in ELA and .9% in mathematics
Growth: Math and ELA	50% in ELA and 73% in Mathematics
Regular Attendance	64.3%
Career Standards Benchmark	77.3% of students met the career standards benchmark.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	35% of students were proficient in ELA 25% of students were proficient in mathematics The sample size to report growth

	was insufficient.
Black	18.2% of students were proficient in ELA 2.3% of students were proficient in mathematics The sample size to report growth was insufficient.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Grade level academic learning communities (teams) allow for enhanced awareness of and responsiveness to individual student needs within the regular education classroom.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Regular attendance for each student group is about 10% lower than the all student group.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards.
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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
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Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement an evidence-based system of schoolwide positive behavior interventions and supports.
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Provide frequent, timely, and systematic feedback and support on instructional practices.

Identify and address individual student learning needs.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All student groups met the standard for academic growth as to ELA.	False
The subgroup of students with disabilities met the standard for academic growth for Math.	False
Improved lesson plan review around proper standard, goal, and assessment alignment.	False
Increased standards-based professional development with ongoing administrative support.	False
Increased benchmark checking for yearly artifact collection.	False
Improved lesson plan review around proper standard, goal, and assessment alignment.	False
Increased standards-based professional development with ongoing administrative support.	False
Improved lesson plan review around proper standard, goal, and assessment alignment.	False
Increased standards-based professional development with ongoing administrative support.	False
Improved reporting system for student artifact tracking.	True
Grade level academic learning communities (teams) allow for enhanced awareness of and responsiveness to individual student needs within the regular education classroom.	True
Align curricular materials and lesson plans to the PA Standards.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ELA Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged	True
Math Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged	True

Growth in math and science for the All Student Group and Students Considered Economically Disadvantaged	False
Regular attendance for all student groups.	True
Addressing learning gaps student may have from prior year(s).	False
Effective support for students with disabilities in the regular education classroom.	False
Addressing learning gaps student may have from prior year(s).	False
Effective support for students with disabilities in the regular education classroom.	False
Addressing learning gaps student may have from prior year(s).	False
Effective support for students with disabilities in the regular education classroom.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	True
Identify and address individual student learning needs.	False
Integrating career artifact collection in the classroom.	False
Regular attendance for each student group is about 10% lower than the all student group.	True
Career standards benchmark for all student groups.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

*Many students are reaching the Middle School level in need of intensive ELA support which impacts their course work in every class. *If students are not in attendance, they cannot learn.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged	Instructional practices will be a focus for ELA.	True
Math Proficiency for the following groups: All Student group; White; 2 of More Races; Hispanic; African American/Black; Students with Disabilities; and Students Considered Economically Disadvantaged	Instructional practices will be a focus for Mathematics.	True
Regular attendance for all student groups.	Students feel a lack of connection to their school and to learning. Remote learning options will continue to provide challenges.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	Instructional practices will be a focus for ELA and Mathematics.	False
Regular attendance for each student group is about 10% lower than the all student group.		False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Staff will undergo additional training for PBIS and develop a plan to incorporate Leader in me through the PBIS framework.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Grade level academic learning communities (teams) allow for enhanced awareness of and responsiveness to individual student needs within the regular education classroom.	Students feel somewhat disconnected from each other when they have different students all of the time in each class period. We will utilize the philosophy of small learning communities philosophy to better enhance connectedness with each other.
Improved reporting system for student artifact tracking.	In order to better understand the completion of career portfolios, we will utilize a tracking system program.

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	Improve student performance on state assessments.
	Improve student performance on state assessments.
	Attendance is a necessary condition for learning.
	Through PBIS training, the RMS team will incorporate Leader in Me into the PBIS framework and lead implementation for staff and students.

Goal Setting

Priority: Improve student performance on state assessments.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By incorporating reading intervention in ELA courses, 80% of the Ringgold Middle School Students will be reading at grade level by the end of the 2023-2024 academic year.			
Measurable Goal Nickname (35 Character Max)			
ELA Intervention			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
40% of students will read at grade level as evidence by benchmark assessments	50% of students will read at grade level as evidence by benchmark assessments	60% of students will read at grade level as evidence by benchmark assessments	80% of students will read at grade level as evidence by benchmark assessments

Priority: Attendance is a necessary condition for learning.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
90% of students will meet regular attendance goal			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% of students will meet regular attendance goal	70% of students will meet regular attendance goal	80% of students will meet regular attendance goal	90% of students will meet regular attendance goal

Priority: Improve student performance on state assessments.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
All student subgroups will meet the state standard for demonstrating growth on the PSSA exams for mathematics.			
Measurable Goal Nickname (35 Character Max)			
Math Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Grade level baseline assessment will occur at the beginning of the year.	Student performance will improve by 15% from the baseline on middle of the year assessments.	Student performance will improve by 30% from the baseline on 3rd quarter assessments.	All student subgroups will meet the state standard for demonstrating growth on the PSSA exams for mathematics.
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Priority: Through PBIS training, the RMS team will incorporate Leader in Me into the PBIS framework and lead implementation for staff and students.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
RMS will participate in professional development for design of a PBIS framework that includes the Leader in Me language. The PBIS/Lighthouse Team and staff will introduce and implement the expectations for students in all areas of the school building, resulting in a decrease in discipline referrals.			
Measurable Goal Nickname (35 Character Max)			
Leader in Me / PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish behavior expectations through classroom lessons. Establish baseline of discipline referrals.	From baseline, the goal is to decrease behavioral referrals by 10%.	From baseline, the goal will be to decrease behavioral referrals by 15%.	From baseline, the goal will be to decrease behavioral referrals by 20%.

Action Plan

Measurable Goals

ELA Intervention	Attendance
Math Growth	Leader in Me / PBIS

Action Plan For: Reading Intervention

Measurable Goals:

- By incorporating reading intervention in ELA courses, 80% of the Ringgold Middle School Students will be reading at grade level by the end of the 2023-2024 academic year.

Action Step		Anticipated Start/Completion Date	
Curriculum specialist and Building administrators will lead professional development on literacy strategies to be used across the curricular areas of ELA and Social Studies.		2023-08-28	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building administrators	Literacy strategies designed to enhance literacy development in various content areas.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the conclusion of the 2023-2024 academic year, all teachers will be exposed to and implement best practices in literacy instruction in ELA and social studies.	On a monthly basis, building administrators will accompany teachers in their review of instructional best practices as witnessed in the classroom and collaborate with the curriculum specialist.

Action Plan For: PBIS / Lighthouse Team

Measurable Goals:

- 90% of students will meet regular attendance goal
- RMS will participate in professional development for design of a PBIS framework that includes the Leader in Me language. The PBIS/Lighthouse Team and staff will introduce and implement the expectations for students in all areas of the school building, resulting in a decrease in discipline referrals.

Action Step		Anticipated Start/Completion Date	
PBIS/Lighthouse Team will participate in professional development for positive behavior interventions and support through the intermediate unit and lead implementation within the building, to enhance sense of personal responsibility & accountability among students.		2023-08-28	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building principal and PBIS trainer	Teacher coverage during training days	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student attendance and decrease in discipline referrals.	Student attendance data review - monthly Discipline data review - monthly

Action Plan For: Math Instructional Practices

Measurable Goals:
<ul style="list-style-type: none"> All student subgroups will meet the state standard for demonstrating growth on the PSSA exams for mathematics.

Action Step		Anticipated Start/Completion Date	
Curriculum specialist and Building administrators will lead professional development on mathematics instructional strategies.		2023-08-28	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Curriculum Specialist Building administrators	Curriculum Specialist	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the conclusion of the 2023-2024 academic year, all teachers will be exposed to and implement best practices in mathematics instruction.	On a monthly basis, building administrators will accompany teachers in their review of instructional best practices as witnessed in the classroom and collaborate with the curriculum specialist.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Reading Intervention	Curriculum specialist and Building administrators will lead professional development on literacy strategies to be used across the curricular areas of ELA and Social Studies.
PBIS / Lighthouse Team	PBIS/Lighthouse Team will participate in professional development for positive behavior interventions and support through the intermediate unit and lead implementation within the building, to enhance sense of personal responsibility & accountability among students.
Math Instructional Practices	Curriculum specialist and Building administrators will lead professional development on mathematics instructional strategies.

Leader in Me Implementation

Action Step		
<ul style="list-style-type: none"> PBIS/Lighthouse Team will participate in professional development for positive behavior interventions and support through the intermediate unit and lead implementation within the building, to enhance sense of personal responsibility & accountability among students. 		
Audience		
RMS Staff		
Topics to be Included		
PBIS Training and Incorporation of Leader in Me through grade level team lessons		
Evidence of Learning		
Participation in professional development by PBIS/Lighthouse Team and Lesson Plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS trainer and Building administration	2023-08-28	2024-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	

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Reading Intervention

Action Step		
<ul style="list-style-type: none"> Curriculum specialist and Building administrators will lead professional development on literacy strategies to be used across the curricular areas of ELA and Social Studies. 		
Audience		
RMS Staff - ELA and Social Studies including special education teachers		
Topics to be Included		
Instructional strategies related to reading, reading comprehension, and writing		
Evidence of Learning		
Lesson Plans and observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building administration & Curriculum specialist	2023-08-28	2024-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Math Instructional Practices

Action Step		
<ul style="list-style-type: none"> Curriculum specialist and Building administrators will lead professional development on mathematics instructional strategies. 		
Audience		
RMS Staff - Mathematics teachers and special education teachers		
Topics to be Included		
Instructional strategies related to the standards for mathematical practice, closing learning gaps, and using data to inform instruction		
Evidence of Learning		
Lesson plans and observations		
Lead Person/Position	Anticipated Start	Anticipated Completion

Building administration & Curriculum specialist	2023-08-28	2024-06-05
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Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">RMS TSI Non-Title I School Plan 2023-24 - Board Affirmation Statement.pdf

Chief School Administrator	Date
Randall Skrinjorich	2023-06-26
Building Principal Signature	Date
Timothy McKay	2023-06-21
School Improvement Facilitator Signature	Date