

Pasco County Schools

# River Ridge Middle School



## 2021-22 Schoolwide Improvement Plan

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# River Ridge Middle School

11646 TOWN CENTER RD, New Port Richey, FL 34654

<https://rrms.pasco.k12.fl.us>

## Demographics

**Principal: Angela Murphy L**

Start Date for this Principal: 2/22/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (60%) 2016-17: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## River Ridge Middle School

11646 TOWN CENTER RD, New Port Richey, FL 34654

<https://rrms.pasco.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To provide a world-class education to all students.

#### Provide the school's vision statement.

All of our students achieve success...in college...career...and life.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Murphy, Angie	Principal	
Astone, Alex	Assistant Principal	
White, Danielle	Assistant Principal	
Kolean, Kevin	Assistant Principal	
Adams, Lisa	Teacher, K-12	
Baumaister, Chrissy	Instructional Coach	
Brissey, Melina	Teacher, K-12	
Cadle, Kelly	Reading Coach	
Thompson, Gina	Teacher, ESE	
Angelo, Vicki	Behavior Specialist	
Zampella, Michael	Teacher, K-12	
Allen, Karen	Teacher, K-12	
Darling, Abby	Teacher, K-12	
Fallon-Johnson, Carrie	Teacher, K-12	
Fields, Tamara	Teacher, K-12	
Mekus, Mary	Teacher, K-12	
Shaw, Pam	Teacher, K-12	
Stanton, Monica	School Counselor	
James, Jennifer	Teacher, K-12	
Gibbons, Kourtney	Teacher, K-12	
McQuatters, Lisa	Teacher, K-12	

### Demographic Information

#### Principal start date

Wednesday 2/22/2017, Angela Murphy L

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

76

**Total number of students enrolled at the school**

1,133

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

9

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

8

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	394	436	385	0	0	0	0	1215
Attendance below 90 percent	0	0	0	0	0	0	52	41	56	0	0	0	0	149
One or more suspensions	0	0	0	0	0	0	53	48	44	0	0	0	0	145
Course failure in ELA	0	0	0	0	0	0	14	24	1	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	14	6	3	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on Either ELA or Math FSA	0	0	0	0	0	0	78	90	71	0	0	0	0	239
1 or More Course Failures	0	0	0	0	0	0	49	73	55	0	0	0	0	177

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	65	69	50	0	0	0	0	184

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 7/12/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	427	390	425	0	0	0	0	1242
Attendance below 90 percent	0	0	0	0	0	0	22	18	25	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	33	59	52	0	0	0	0	144
Course failure in ELA	0	0	0	0	0	0	10	10	0	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	61	54	87	0	0	0	0	202
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	55	51	0	0	0	0	183

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	45	48	56	0	0	0	0	149

**The number of students identified as retainees:**

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

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	427	390	425	0	0	0	0	1242
Attendance below 90 percent	0	0	0	0	0	0	22	18	25	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	33	59	52	0	0	0	0	144
Course failure in ELA	0	0	0	0	0	0	10	10	0	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	61	54	87	0	0	0	0	202
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	55	51	0	0	0	0	183

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	45	48	56	0	0	0	0	149

#### The number of students identified as retainees:

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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	52%	54%	57%	50%	53%
ELA Learning Gains				52%	55%	54%	52%	50%	54%
ELA Lowest 25th Percentile				45%	47%	47%	46%	41%	47%
Math Achievement				69%	60%	58%	69%	56%	58%
Math Learning Gains				67%	61%	57%	63%	59%	57%
Math Lowest 25th Percentile				57%	52%	51%	55%	53%	51%
Science Achievement				52%	52%	51%	61%	51%	52%
Social Studies Achievement				68%	68%	72%	73%	69%	72%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	56%	-1%	54%	1%
Cohort Comparison						
07	2021					
	2019	46%	51%	-5%	52%	-6%
Cohort Comparison		-55%				
08	2021					
	2019	58%	58%	0%	56%	2%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	59%	0%	55%	4%
Cohort Comparison						
07	2021					
	2019	50%	42%	8%	54%	-4%
Cohort Comparison		-59%				
08	2021					
	2019	76%	68%	8%	46%	30%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	54%	-5%	48%	1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	70%	-3%	71%	-4%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	60%	39%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	57%	-57%

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	31	27	23	34	36	31	26	53		
ELL	46	58	67	49	47	38	40	65			
ASN	62	65		79	68		75	93	76		
BLK	40	39		36	25			69			
HSP	48	43	35	42	31	23	49	67	68		
MUL	45	47	53	42	43	38	41	72	67		
WHT	49	44	33	55	42	42	57	68	69		
FRL	37	40	32	39	40	42	43	56	51		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	40	42	31	48	47	14	33	44		
ELL	20	50	47	60	78						
ASN	73	64		91	83			80	100		
BLK	27	53		38	53	50	9				
HSP	45	47	37	64	65	55	47	62	44		
MUL	63	50		59	57	64	8	100			
WHT	55	52	46	70	68	57	56	68	63		
FRL	41	45	44	55	60	52	38	56	50		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	44	43	37	48	38	34	53	27		
ELL	19	33	30	57	62						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	67	58		81	75		67	90	67		
BLK	39	41		55	56						
HSP	49	48	43	68	62	44	68	73	50		
MUL	52	50	60	67	58	55	56	86	50		
WHT	59	53	46	70	63	56	60	72	63		
FRL	48	48	42	60	59	52	56	66	43		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Based on the 2019 state assessment data and 2020-21 NWEA data, ELA for all students continues to be our weakest area. The largest areas of subgroup concerns are 7th grade ELA overall, and SWD overall, and Black students overall in the area of ELA. We were also very concerned with Algebra Readiness data and classroom assessment data for Algebra 1 Honors students this past year, which were consistently lower than past performance.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA for all SWD, Black subgroups and all students. Algebra readiness data. 6th grade math data indicated a need for improvement on NWEA, but when analyzed, it was discovered it was because accelerated math students are tested on standards that do not match their curriculum. This was also the same with NWEA science for accelerated students.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

MSOL and quarantined students impacted regular attendance and work completion resulting in learning gaps. The district has removed MSOL as an option. There is still a concern about quarantined students. Flexible deadlines will need to be implemented to ensure material is still covered to mastery levels. Lost instructional time due to staff and student quarantines.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Discipline data showed a significant improvement with discipline referrals reducing by almost 44% from 2019, the last full year of school. 2019 had 1197 referrals in four quarters and 2021 had 675 referrals in four quarters. SBP referrals showed a 75% decrease due to consistent implementation of the level behavior system. 93% of overall students were on track for behavior throughout the year.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Reduced numbers of students on campus due to MSOL, increased safety and distance procedures, reduced numbers in the cafeteria. Continued focus on PBIS strategies and SEL integration to classroom procedures. Reinforcing positive behavior with celebrating Shield of Honor recognitions publicly on the news, due to limited time and space for contact.

**What strategies will need to be implemented in order to accelerate learning?**

Extended School Day was implemented voluntarily for 2nd semester. Continuing the use of myLearning Canvas curriculum applications for students to have easy access, direct feedback and multiple attempts for mastery. Changing staff PLC assignments to have teachers teach to their own instructional strengths.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Canvas/MyLearning training and support; Grading Practices; Intervention Strategies for all EWS areas; revisiting the PLC process; revisiting lesson plan and accommodation accountability; SEL strategies; BEST Standards implementation; new ELA curriculum material PD; Intensive Reading Inclusion Model in all grades; Instructional focused planning time by PLC by quarter to proactively plan and review district resources.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will be providing Intensive Reading Inclusion Model in ELA classes with Reading and ELA teachers co-teaching 5 days a week. We have created multiple 5 day a week ESE supported classes in ELA and Math to provide consistent services to ALL students in need. We are adding a Student Services Coordinator to assist with student attendance issues. We are implementing school-wide CICO and mentor systems for students with EWS indicators.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**



**#1. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus</b> <b>Description and Rationale:</b>	<p>High Impact Instruction: In evaluating our data, we want to see continued increase in learning gains in all content areas, especially SWD. Based on stakeholder feedback through the CNA, BPIE, and Gallup, we believe our work during the last 3 years in PLC Q1 and Q2 with a focus on essential standard identification, instruction, and monitoring through CFA's is well developed in most PLC's, but will received a renewed focus as we have added staff members, have new standards, and new materials this school year. We will continue to provide support on Q1 and Q2 and dive deeper into interventions and grading practices through Q3 and Q4.</p> <p>Overall Data Strengths Summary: -EWS: High percentage of students on track for discipline. -Gallup: Increase in all areas including employee and student engagement -NWEA: ELA 75% scored proficient in 2nd round of testing -Course Performance: All quarters, between progress report and report card, the number of students academically on-track doubled -3 8th grade students needed to attend summer school, 0 were retained. -District Final Data: Electives met or exceeded District performance levels in almost all courses. World History and Civics also met or exceeded the District performance levels.</p>
<b>Measurable Outcome:</b>	<p>100% of PLCs/teachers will intentionally plan, deliver literacy-rich lessons that are aligned to the rigor of the BEST standards, and monitor student mastery of the essential standards as evidenced by FSA/EOC, NWEA/Quarterly Assessments, CFAs, and observational walk throughs.</p>
<b>Monitoring:</b>	<p>Review weekly in PLC's CFA data; review weekly in Student Success Meetings academic data; review bi-monthly through leadership feedback and GLT feedback on grade performance data to determine proactive response; review quarterly with leadership and student success team to prepare reactive response; semester data chats with students and stakeholders</p>
<b>Person responsible for monitoring outcome:</b>	<p>Angie Murphy (amurphy@pasco.k12.fl.us)</p>
<b>Evidence-based Strategy:</b>	<p>Focus priority planning days and what they will look like school-wide within PLCs through leadership; All Advanced course work for 6-8th grade (growth mindset and differentiation); increase focus on engagement strategies (SEL, Core Action 2/3) Leadership Team and GLT teams focusing on intervention and grading best practices through equity, multiple opportunities for mastery learning, APEX standards-based recovery Continued work on PLC Q3 and Q4 through questioning techniques and student collaboration opportunities Enhancement of myLearning content, lesson planning, and CFAs through PLC work Integrate GLT and PLC notebooks for intervention documentation</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>In evaluation our data (NWEA and CFA), we want to see continued increase in learning gains in all content areas, especially with SWD. Based on stakeholder feedback through CNA and Gallup, we believe our work during the last 3 years on PLCs and grading practices with a focus on essential standard identification, instruction and monitoring through CFA's is well developed and needs to be refreshed/refined. Our District Final data compared to District performance levels indicates that the basic/advanced science PLC's</p>

need to more closely align instruction with standards-based materials. Also, Science and Social Studies District Final data compared to student failure rates indicated that a significant number of students did learn the material throughout the year with passing final scores, even though they had failed the courses. This results in us wanting to dive deeper into grading practices to ensure they are standards-based.

### Action Steps to Implement

1. PLC's will plan instructional units and create CFAs based on BEST standards. PLCs will implement the TTAC throughout the year to monitor student progress.
2. Teachers will collaborate on BEST standards, expected outcomes, and reflect on data with students through posted learning targets, student-friendly scales, reflection/feedback forms and conferencing.
3. Every lesson will include opportunities for students to read, write, think and talk using grade level text and research-based best practices.
4. PLCs will analyze quarterly data utilizing GLT notebooks to track and monitor progress on NWEA and EWS areas.
5. After an assessment, PLCs will determine whom, how, when and what TIER 2 interventions will be provided and document in PLC/GLT notebooks.
6. PD will focus on implementing the TTAC, CFA data, intervention, enrichment, and equitable grading practices.

**Person Responsible** Angie Murphy (amurphy@pasco.k12.fl.us)

**#2. Instructional Practice specifically relating to Differentiation**

	<p>Data Driven Decisions: At the end of the 2020-21 SY, 67 students needed promotion recovery, reduced from 112 at the end of 2019. A significant number of students met standard expectations on District Finals for social studies and science. That data will be used to ensure that staff are closely aligning grading and instructional practices to standard expectations in the 2021-22 school year. We will increase the focus on CFAs to be given at least bi-weekly, to be analyzed timely in PLCs to provide for differentiation and second chance learning opportunities to demonstrate mastery.</p>
<p><b>Area of Focus</b> <b>Description and Rationale:</b></p>	<p>Overall Data Strengths Summary: -EWS: Between progress report and report card every quarter, the number of students on track for academics doubles. -APEX Recovery: The implementation of standards-based quarter recovery for grade replacement resulting in 200 quarter or semester grades being updated to reflect new mastery. -NWEA Data: Science and Math NWEA data showed minimal growth between sessions. It was discovered that this was due to Accelerated students testing out on initial tests, limiting opportunities for growth as measured by current assessments. -There was a decrease in the number of SWD students needing intensive reading services. -District Final Data: Electives met or exceeded District performance levels in almost all courses. World History and Civics also met or exceeded the District performance levels.</p>
<p><b>Measurable Outcome:</b></p>	<p>Second Chance Learning/Mastery Opportunities, alignment of stands-base instruction, intervention and assessment will result in a decrease of the number of students earning a "D" or "F" by 5% by the end of the year (67 end of 2021 to 63 end of 2022). We will continue to have 0 retained 8th graders.</p>
<p><b>Monitoring:</b></p>	<p>Review weekly in PLC's CFA data; review weekly in Student Success Meetings academic data; review bi-monthly through leadership feedback and GLT feedback on grade performance data to determine proactive response; review quarterly with leadership and student success team to prepare reactive response; semester data chats with students and stakeholders.</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Danielle White (dmwright@pasco.k12.fl.us)</p>
<p><b>Evidence-based Strategy:</b></p>	<p>Deepen understanding of mastery learning, second chance learning opportunities, and equitable grading practices. Look for additional times and opportunities to provide interventions: Knight Time, ESD, Academic Lunch Detention Continue PD on Core Action 2/3 and PLC Q3 and Q4 PD-intentional engagement strategies, increased student collaboration opportunities Focus PLC time on intervention need identification and development. Refine PLC/GLT notebooks for documentation</p>
<p><b>Rationale for Evidence-based Strategy:</b></p>	<p>Teachers will need to receive PD and coaching on how to determine will, skill and enrichment needs. Teachers will then need the resources to provide interventions and enrichment opportunities through flexible scheduling and access to technology. The rational is to increase opportunities for mastery learning. Our District Final data compared to District performance levels indicates that the basic/advanced science PLC's need to more closely align instruction with standards-based materials. Also, Science and Social</p>

Studies District Final data compared to student failure rates indicated that a significant number of students did learn the material throughout the year with passing final scores, even though they had failed the courses. This results in us wanting to dive deeper into grading practices to ensure they are standards-based.

### Action Steps to Implement

1. Full grade-level team meetings (GLT) bi-weekly to collect, analyze and build support plans for at risk and off-track students based on EWS factors. PLCs will meet weekly to analyze data to build in supports through flexible instructional time for interventions.
2. Increase understanding of SCLO, standards-based recovery with APEX, and alternative assessments through myLearning and sharing effective strategies through the Leadership Team.
3. Weekly Student Success Team meetings and bi-weekly MTSS meetings to engage in problem solving cycle for students needing CICO interventions.
4. Quarterly data chats with students and staff to build relationships and review academic/behavioral data and goals/strengths. Communicate outcomes with stakeholders.
5. Monthly whole-school lessons on executive functioning, character ed, and mindfulness.

**Person Responsible** Danielle White (dmwright@pasco.k12.fl.us)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	<p>While we did have a reduction of referrals by 43% from 2020 to 2021 SY, there is still concern about the amount of instructional time lost due to disruption, processing, and consequences related to ODR's. Also, there is concern from stakeholders, as evidenced in the Gallup and other sources, that behaviors resulting in ODR's maybe due to disconnect between expectations, understanding for trauma, SEL practices, and relationship building. We need to utilize the Clifton Strengths, SEL trainings, trauma informed care, PBIS rewards system, and TIERs of intervention to clarify expectations, build relationships, and implement restorative practices.</p>
<b>Measurable Outcome:</b>	<p>Overall Data Strength Summary:          -The 2021 Gallup data did indicated a positive increase in students feeling that an adult cares about them (+.30), they feel safe at school (+.38).          -Reduced ODR's by 43%</p>
<b>Monitoring:</b>	<p>Increase student and staff engagement by fostering a "Culture of Caring" within the RRMS community as evidenced by a decrease in the number of students earning ODR's by 5% based on EWS and myStudent data.</p> <p>Review weekly in Student Success Meetings discipline and CICO data; review bi-monthly through leadership feedback and GLT feedback on CICO performance data to determine proactive response; review quarterly with leadership and student success team to prepare reactive response; semester data chats with students and stakeholders.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Alex Astone (aastone@pasco.k12.fl.us)</p>
<b>Evidence-based Strategy:</b>	<p>Collaboration with USF on CICO program.          Deepen Clifton Strengths work with staff and students to determine their talents and what they are best at, continue building collective commitments to promote values that all students can learn at high levels with the right supports through heterogenous groups of students.          SEL half days and PD          PBIS build "pillars of support" beyond the guiding coalition.          Strengthen the purpose and practices in Knight Time and classroom interventions, Academic lunch detention, ATS          Implementation of a mentor program with students and adult mentors for CICO.          Build rapport with families through community events and conferences as needed.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>While we have a reduction in ODR's, there is still concern about the amount of instructional time lost due to disruption, processing, and consequences related to ODR's. Also, there is concern from stakeholders, as evidenced in the Gallup and other sources, that behaviors resulting in ODR's maybe due to disconnect between expectations, understanding for trauma, SEL practices, and relationship building. We need to utilize the Clifton Strengths, SEL trainings, trauma informed care, PBIS rewards system, and TIERs of intervention to clarify expectations, build relationships, and implement restorative practices.</p>

**Action Steps to Implement**

1. School-wide behavior intervention plan with on-ramps and team-based decision-making will focus on how to exhibit the Knightly Values, restorative practices, mindfulness education, Royal Rewards, public praise for Shields of Honor.
2. Behavior Intervention Team will be created with the SST and behavior specialist to address students with multiple early warning risk factors and enroll in CICO.

3. KT lessons to focus on mindfulness and character education and student driven school-wide interest clubs.
4. Partner with PTSA and community organizations to offer a community event each quarter that supports SIP goals.
5. Engage staff in PD on strengths and how to use their own and understand other's within PLCs.
6. Frequent stakeholder surveys to monitor engagement and gather feedback.
7. Use "Principal's Weekly Message" and Staff S'more to communicate with stakeholders on social media platforms on progress towards SIP goals, staff and student accomplishments/highlights, and other important information.

**Person Responsible** Alex Astone (aastone@pasco.k12.fl.us)

**#4. Culture & Environment specifically relating to Equity & Diversity**

<b>Area of Focus Description and Rationale:</b>	<p>Data review of course performance, standardized tests, NWEA, Achieve 3000, and ODR's indicates a need for more specialized PD in the area of understanding and assisting SWD academically and behaviorally. Data indicates that SWD are lagging behind their peers in mainstreamed and self contained classes.</p> <p>This group has historically lagged behind other groups in proficiency/made strides in learning gains in school-wide FSA learning gains. In math, proficiency has decreased in FSA math but learning gains increased. Did not meet the ESSA proficiency requirements 2019 (41%) This group is also off track in discipline according to EWS scorecard (7 out of 13 are not in SBP).</p>
<b>Measurable Outcome:</b>	Increase student achievement with focus on Students with Disabilities (SWD) specifically Social Behavioral Program reducing SBP ODRs and increase student proficiency on FSA/EOC, Quarterly Assessments by 5%, as evidenced by standards-based teaching strategies, PBIS strategies, implementing a Level System for Behavior and trauma informed care. Also, implementing a CICO with point sheet and mentor system for students at risk and off track, specifically SWD.
<b>Monitoring:</b>	Review weekly in PLC's CFA data; review weekly in Student Success Meetings discipline, CICO and academic data; review bi-monthly through leadership feedback and GLT feedback on grade performance data to determine proactive response; review quarterly with leadership and student success team to prepare reactive response; semester data chats with students and stakeholders.
<b>Person responsible for monitoring outcome:</b>	Kevin Kolean (kkolean@pasco.k12.fl.us)
<b>Evidence-based Strategy:</b>	<p>PBIS strategies</p> <p>team teach an assessment cycle</p> <p>PLC guiding questions</p> <p>SEL strategies</p> <p>USF CICO program</p>
<b>Rationale for Evidence-based Strategy:</b>	Data review of course performance, standardized tests, NWEA, Achieve 3000, and ODR's indicates a need for more specialized PD in the area of understanding and assisting SWD academically and behaviorally. Data indicates that SWD are lagging behind their peers in mainstreamed and self contained classes.

**Action Steps to Implement**

1. Teacher PLC's will plan instructional units, create CFAs based on BEST standards. PLCs will implement the TTAC multiple times throughout the quarter.
2. Teachers will share standards, expected outcomes, and students data with students through posted learning goals and reflection conferences.
3. Read, write, think, talk opportunities will be included in every lesson, every day using grade level texts and research based strategies.
4. PLC members will analyze quarterly data using the Data Chat Protocol
5. After assessments, PLCs will determine who, how, when and what materials will be used for additional mastery learning opportunities.
6. PD will focus on building expertise in standards-based grading and assessments, utilizing APEX and SCLO, differentiated instruction and SEL strategies.



7. SBP community building and continuity of expectations, levels and interventions for all will be implemented.

**Person Responsible** Kevin Kolean (kkolean@pasco.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**While we did have a reduction of referrals by 43% from 2020 to 2021 SY, there is still concern about the amount of instructional time lost due to disruption, processing, and consequences related to ODR's. Also, there is concern from stakeholders, as evidenced in the Gallup and other sources, that behaviors resulting in ODR's maybe due to disconnect between expectations, understanding for trauma, SEL practices, and relationship building. We need to utilize the Clifton Strengths, SEL trainings, trauma informed care, PBIS rewards system, and TIERS of intervention to clarify expectations, build relationships, and implement restorative practices.**

**Review weekly in Student Success Meetings discipline and CICO data; review bi-monthly through leadership feedback and GLT feedback on CICO performance data to determine proactive response; review quarterly with leadership and student success team to prepare reactive response; semester data chats with students and stakeholders.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

We use multiple PBIS strategies to recognize positive behavior and SEL strategies to build a positive school culture. To promote a Culture of Caring Environment, the first week of school, all classrooms engage in creating their Classroom Commitments posters to establish their community expectations. We use daily videos and activities through Knight Time to review school-wide expectations and support resources. We hold town hall meetings within the 1st qtr to have to face-to-face communication with students and gather feedback. Monthly, the counseling department offers lessons on Safer-Smarter-Teens, Mindfulness, and Character Education. Each semester we have individual data chats with all students and student success team members to review current status, goals, supports needed and available.



To reinforce positive behavior, we use the electronic PBIS app to award students Knight Dollars when they exhibit the Knightly Values throughout campus. The dollars can then be used to purchase items in the school store or admission to events. Staff can award Good Knight Shield of Honors, which are positive referrals that students are recognized publicly for through the AM news and social media. We have on-track celebrations at the progress report and report card times to recognize those students who are being responsible with their daily attendance, academics, and behavior. Staff nominate students for Student of the Month and End of the Year awards.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

We include staff through our PBIS committee work, Leadership Team, Student Success Team, and SIT team to help identify students that are needing additional support based on the EWS indicators, as well as those students that need to be recognized for exemplary performance.

Our SAC and PTSA includes staff, students, parents and members of the community to review monthly our progress on our school goals and data available, provide input on events and the expenditure of money for student benefits.

Our CICO student success committee consists of staff that work directly with students as mentors to support them with identified academic, attendance, and behavioral needs.