

Dixie District Schools

Ruth Rains Middle School



2022-23 Schoolwide Improvement Plan

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Ruth Rains Middle School

981 SE 351 HWY, Cross City, FL 32628

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

Demographics

Principal: Jamie Martin

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-7
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: C (52%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Ruth Rains Middle School

981 SE 351 HWY, Cross City, FL 32628

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-7	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of RRMS is to instill in our students the skills that will enable them to become productive citizens in a global society. The RRMS staff will model these skills in a positive way, and always pursue what's best for each and every student. We will continue to enhance the culture and atmosphere here at RRMS, and work together to make great things possible for our students and staff.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Martin, Jamie	Principal	Jamie Martin is the principal. He is also a member of the RRMS SAC team. He leads meetings with leadership teams to review progress towards the goals of the school and provides input to the RRMS School Improvement Plan.
Lord, Chasity	Assistant Principal	Chasity Lord is the assistant principal. She attends SAC meetings and other department meetings. She also provides input to RRMS School Improvement Plan.
Kight, April	Reading Coach	April Kight is the instructional/ reading coach. She is a member of the SAC team. She attends school department meetings, provides input to the School Improvement Plan, as well as assists with writing the SIP. She also leads the departments in professional development.
Whittington, Richard	Teacher, K-12	Richard is the 6th and 7th grade Health teacher. He attends SAC meetings and provides input for SIP.
Lundy, Erin	School Counselor	Erin Lundy is the guidance counselor. She meets with teachers and students to monitor all student progress within the school. She attends SAC meetings and provides input to the SIP.

Demographic Information

Principal start date

Thursday 7/1/2021, Jamie Martin

Number of teachers with a 2022 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 2022 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.*

8

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

436

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	137	155	169	0	0	0	0	0	461
Attendance below 90 percent	0	0	0	0	0	44	10	85	0	0	0	0	0	139
One or more suspensions	0	0	0	0	0	19	30	43	0	0	0	0	0	92
Course failure in ELA	0	0	0	0	0	6	2	2	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	6	0	2	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	24	35	35	0	0	0	0	0	94
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	14	46	41	0	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	64	67	75	0	0	0	0	0	206

Using the table above, complete the table below with the number of students by current grade level who have 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	10	15	40	0	0	0	0	0	65

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	4	11	10	0	0	0	0	0	25

Date this data was collected or last updated

Friday 10/14/2022

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	151	155	180	0	0	0	0	0	486
Attendance below 90 percent	0	0	0	0	0	70	84	103	0	0	0	0	0	257
One or more suspensions	0	0	0	0	0	7	1	18	0	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	58	9	5	0	0	0	0	0	72
Course failure in Math	0	0	0	0	0	7	12	35	0	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	36	23	29	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	31	26	43	0	0	0	0	0	100
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	27	15	35	0	0	0	0	0	77

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	2	4	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	13	11	7	0	0	0	0	0	31

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	151	155	180	0	0	0	0	0	486
Attendance below 90 percent	0	0	0	0	0	50	58	76	0	0	0	0	0	184
One or more suspensions	0	0	0	0	0	17	14	49	0	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	5	4	1	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	5	2	2	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	34	23	29	0	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	30	27	43	0	0	0	0	0	100
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	27	18	34	0	0	0	0	0	79

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	1	4	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	12	10	7	0	0	0	0	0	29

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%		50%				48%	48%	54%
ELA Learning Gains	37%						52%	52%	54%
ELA Lowest 25th Percentile	30%						44%	44%	47%
Math Achievement	52%		36%				45%	45%	58%
Math Learning Gains	40%						58%	58%	57%
Math Lowest 25th Percentile	34%						52%	52%	51%
Science Achievement	37%		53%				38%	38%	51%
Social Studies Achievement	77%		58%				67%	67%	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
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019	54%	54%	0%	54%	0%
Cohort Comparison		0%				
07	2022					
	2019	42%	42%	0%	52%	-10%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019	42%	42%	0%	55%	-13%
Cohort Comparison		0%				
07	2022					
	2019	43%	43%	0%	54%	-11%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	65%	0%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	54%	33%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	45%	-45%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	28	32	23	27	24	32	43			
BLK	32	19		29	54	40		79			
HSP	44	27		69	40						
MUL	47	47		47	40						
WHT	45	38	31	52	39	33	36	77			
FRL	38	33	29	46	35	33	30	69			
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	29	43	32	20	29	18	30	41			
BLK	37	48	42	41	37	50					
HSP	50	44		44	17			60			
MUL	57	46		43	31						

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
WHT	50	47	38	49	38	35	51	74	81		
FRL	43	45	28	41	34	33	47	68	84		
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	23	42	39	23	47	49	19	34			
BLK	33	42		33	50	50	17				
HSP	38	50		29	41			40			
MUL	56	56		61	71						
WHT	49	53	46	46	59	54	39	70	65		
FRL	44	49	42	41	56	56	35	62	56		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA Goals - to increase each of the following areas:

Fifth grade ELA school scores for 2021 FSA when compared to the state are lower: 45% scored a level 3 or higher compared to the state's 55%. In comparison, sixth grade for 2021 had 44% students testing at a level 3 or above and the state had 52%. Our seventh grade ELA was 42% level 3 or above as compared to the state's 48%. ELA Proficiency being 44% school wide. ELA's combined lowest 25th percentile for reading growth for 2021 is 37%.

Math Goals:

Math achievement: 30% were a level 3 or above as compared to 48% for the state in 2021, dropping from 44% in 2019. Math learning gains for 2021 were 21%, dropping from 49% in 2019. The most significant drop was the lowest 25th percentile-only 9% as compared to the state's 33%, dropping from 32% in 2019 for our school and 45% for the state-24% below the state's average for 2021.

Science Goals:

Science 37% RRMS and state 48% Increase to above state average level 3 and above

Civics:

Social Studies was 77% school and 70% state for 2021, with RRMS percentage 7% above state average and increasing 2% from the previous year. Maintain above state average for proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA gains for fifth, sixth and seventh and should focus on increasing the number of students who score a level 3 or higher on the FSA, increasing learning gains in each grade level. The content area with the greatest need for improvement from 2019 data is ELA in all grade levels. Students with disabilities and African - American students also demonstrate a need for improvement based on historic and current state assessments. There was a significant decline in proficiency in ELA between the 2019 and 2021 state assessments years.

Math needs for improvement are students reaching achievement levels of proficiency 3 at above 3, learning gains, and the lowest 25th percentile.

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

The overwhelming contributing factor that led to this need for improvement was absenteeism due to Covid 19. New actions that need to be taken are to ensure that students who are absent receive after school tutoring to fill in the gaps and catch them up. Ongoing progress monitoring with a focus on students achieving mastery.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Studies - Civics showed the most achievement

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

Specific instructional strategies to learn content and co-teaching with the two teachers who provided the instruction. They shared lesson plans, modeled for each other and additional professional development was added when needed.

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

The identified subgroups in need of improvement will need to be closely monitored through the schoolwide MTSS process. Problem solving teams will need to determine the critical skills and concepts that students are missing and provide scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency. Strategies to be utilized include scaffolding intentionally, building knowledge and vocabulary, prioritizing standards, modifying guided reading to include more instructional level text opposed to individual reading level texts, and diagnosing essential missed learning.

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.

Additional support facilitators have been added to the staff to assist with small group instruction. Content area teachers and ESE support facilitators will need professional development on how to maximize the time in the class in order to have the biggest impact on student learning. The entire faculty will receive professional development on content area reading strategies.

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

Professional development will be provided based on specific areas of concern. Teachers are implementing evidence based strategies. Continue to schedule the intensive reading instruction for the struggling learners and continue to provide ESE support staff to push-in to core content areas to provide students with additional assistance. Students have access to a digital learning platform to access leveled curriculum and adaptive progress monitoring so teachers can accurately identify areas of information students may be missing. Another additional service to promote and sustain improvement is an after school enrichment program for students to aid in closing learning gaps from Covid.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: We will emphasize the use of scaffolded instruction to meet the learning needs of the targeted sub-groups(SWD/ED).

Include a rationale that explains how it was identified as a critical need from the data reviewed. According to the practice profiles for gradesPK - 12 Literacy Instruction provided by the FLDOE, scaffolded instruction is considered a best instructional practice, assisting in closing the achievement gap for Florida's most vulnerable students.

The following subgroups failed to meet the overall ESSA subgroup federal index: students with disabilities (29%) and economically disadvantaged (39%).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

-increase ESSA federal percent of points index of students with disabilities from 29% to 41%

-increase ESSA federal percent of points index of economically disadvantaged students from 39% to 45%

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored via i-Ready subgroup data for both ELA and Mathematics, as well as through FAST assessment data as subgroup data becomes available.

Person responsible for monitoring outcome: April Kight (aprilkight@dixie.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Scaffolded instruction is the intentional support provided by a teacher for learners to carry out learning tasks with support. The intent (and part that is often missed) of scaffolded instruction is to provide supports to allow students to achieve academic success, followed by a gradual decrease in the level of support until learners are empowered to achieve academic success independently. Examples of tscaffolded instruction in the classroom might include the use of formative assesments, written or verbal prompts, engagement of students in meaningful dialogue, along with a gradual decrease of support as responsibility for learning is transferred to student.

Rationale for Evidence-based Strategy: Explain the rationale for

The rationale for focusing on scaffolding as a high leverage, evidence-based instructional strategy to address learning needs of SWD's and Ed Dis students : According to the Practice Profiles for grades PK - 12 Literacy Instruction (provided by the FLDOE), scaffolded instruction is considered a best instructional practice assisting in closing the achievement gap for Florida's most vulnerable students.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional learning on the evidence based practice of scaffolding.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

Monitor lesson plans for evidence of implementation of the high leverage, evidence-based instructional strategy scaffolding as a method to address learning gaps for targeted sub-groups.

Person Responsible Chasity Lord (chasitylord@dixie.k12.fl.us)

Administration conducts walkthroughs to monitor incorporation of scaffolding in classroom instruction.

Person Responsible Chasity Lord (chasitylord@dixie.k12.fl.us)

Literacy coach provides guidance, professional learning opportunities, and coaching as needed based on student data and administration walkthrough data and input.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

Monitor student data for growth of subgroups in ELA and Math, addressing issues as they arise.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

Purchase equipment, resources and/or supplies as needed throughout the school year to assist in implementation of scaffolding as a high leverage, evidence-based instructional strategy.

Person Responsible Chasity Lord (chasitylord@dixie.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Ruth Rains Middle School will strive to increase rigor and student engagement through the emphasis and use of HIGH LEVERAGE, EVIDENCE-BASED INSTRUCTIONAL STRATEGIES in tier 1 instruction. As a result of this implementation, students will show an increase in ELA proficiency scores on the statewide end of year assessment. Our rationale for this area of focus is that, according to research, implementing high leverage, evidence-based instructional strategies leads to a significant increase in student learning gains.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase student ELA proficiency on the FAST assessment from 27% proficient on FAST PM 1 to 60% proficient on FAST PM 3.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

ELA proficiency will be monitored through iReady diagnostic data, FAST assesment data, and iReady standard mastery data.

Person responsible for monitoring outcome:

April Kight (aprilkight@dixie.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We will provide professional learning on high leverage evidence-based learning strategies during PLC's as a means to increase rigor and student engagement in tier 1 instruction with the intent of increasing ELA student proficiency.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The use of high leverage evidence based practices is backed by research, and when implemented have proven to lead to an increase of positive student learning gains.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Address data with grade-level teams.

Person Responsible Chasity Lord (chasitylord@dixie.k12.fl.us)

Offer professional learning during PLC's for high leverage, evidenced based instructional strategies.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

Teachers will plan and implement instruction using high leverage evidence-based instructional strategies.

Person Responsible Chasity Lord (chasitylord@dixie.k12.fl.us)

Administration conducts walkthroughs to monitor fidelity of instruction.

Person Responsible Chasity Lord (chasitylord@dixie.k12.fl.us)

Teachers will use RTI time to address student learning deficiencies, incorporating high leverage evidence-based strategies into intervention instruction.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

Monitor data(i-Ready & FAST) to look for progress towards goals. Continue to offer professional learning, planning support, and coaching, making changes as needed.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

ELA lead/mentor teacher and literacy coach offer guidance and support as needed based on student data. Utilize learning walks for additional modeling and support.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

Purchase equipment, instructional tools and/or resources as needed to support this action step throughout the school year.

Person Responsible April Kight (aprilkight@dixie.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A as RRM is a grades 5 - 7 school.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Ruth Rains Middle School will strive to increase rigor and student engagement in 5th grade through the use of high leverage, evidence- based learning strategies in Tier 1 instruction as a means of increasing ELA proficiency in 5th grade. We will document and monitor grade-level data to determine our progress toward meeting this goal.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A as RRM is a grades 5 - 7 school.

Grades 3-5: Measureable Outcome(s)

RRMS will increase 5th grade ELA proficiency from 45% (on FSA ELA 2022) to 60% (on FAST ELA PM3 2023).

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

ELA achievement will be monitored through iReady diagnostic data, FAST assesment data, and iReady standards mastery data. On-going monitoring will take place per the following time line with final evaluation on FAST PM #3 at the end of the school year.

September-FAST PM #1

October- iReady Diagnostic #1

December- FAST PM #2

April- iReady PM #2

May- FAST PM #3

iReady standards mastery throughout the school year as needed.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lord, Chasity, chasitylord@dixie.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Ruth Rains Middle School will offer professional learning on high leverage, evidenced-based instructional strategies in Tier 1 instruction and view the current adopted curriculum through this lens. These high leverage evidence-based instructional strategies will come from a variety of sources, including:

-Hattie's Visible Learning Strategies

-IES Practice Guide: Reading Interventions for Students grade 4-9

-Marzano's High-Yield Instructional Strategies

-FLDOE Practice Profiles for grades PK-12 Literacy Instruction

-Evidence-Based High-Leverage Practices for SWD's from the Progress Center at AIR for Research

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Evidence has shown that he incorporation of high leverage, evidence-based instructional strategies leads to significant student learning gains. Each of the high leverage, evidence-based instructional strategies resources mentioned above meets Florida's definition for evidence-based, and aligns to the BEST ELA standards, as well as the districts K-12 CERP.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Address data schoolwide, with particular emphasis on the 5th grade ELA team.	Kight, April, aprilkight@dixie.k12.fl.us
Offer professional learning during PLC's on high leverage, evidence-based instructional strategies.	Kight, April, aprilkight@dixie.k12.fl.us
Teachers will plan and implement instruction using high leverage, evidence-based instructional strategies.	Lord, Chasity, chasitylord@dixie.k12.fl.us
Administration conducts walkthroughs to monitor implementation of high leverage, evidence-based instructional strategies in classroom instruction.	Lord, Chasity, chasitylord@dixie.k12.fl.us
Teachers use RTI time to address student learning deficiencies, incorporating high leverage, evidence-based instructional strategies during intervention.	Kight, April, aprilkight@dixie.k12.fl.us
Monitor data (i-Ready & FAST) for progress towards goals. Continue to offer professional learning, lesson planning support, and coaching, making changes as needed.	Kight, April, aprilkight@dixie.k12.fl.us
ELA lead/mentor teacher and literacy coach offer guidance and support as needed based on student data. Use learning walks for additional support.	Kight, April, aprilkight@dixie.k12.fl.us
Purchase instructional tools, materials, and resources as needed to support this action step throughout the school year.	Kight, April, aprilkight@dixie.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our school is addressing the need to build a positive school culture and environment in many ways. This year we have implemented the following:

- *Create a culture of success - unify teachers and students with one goal - to be successful.
- *Cultivate meaningful parent involvement by building relationships with parents via phone calls home, dojo, notes, emails and/or face to face meetings.
- *Set consistent discipline goals and follow them schoolwide.
- *Build character and trust in students, while also holding the student accountable for their actions thus lowering the number of referrals by grade level schoolwide.
- *Engage students in meaningful ways that lead to benefits both socially and academically.
- *Create traditions that are fun for students and teachers by having reward parties to celebrate successes in the classroom, by both grade level as well as schoolwide.

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

Our faculty and staff works diligently daily promoting a positive culture and environment at RRMS.

- *Teachers plan lessons that help students reach academic goals, while also keeping them interested and engaged in the academic process.
- *Lunchroom workers provide students with nutritious meals at breakfast and lunch with a positive attitude that makes students feel welcomed and encouraged.
- *Bus drivers transport students to and from school in a timely, safe manner, in support of the school's bell schedule.
- *Our SAC committees role is to help strategize ways to reduce behavioral incidents by acknowledging and rewarding positive behavior via setting behavioral goals and purchasing rewards for students who meet the behavioral goals