

Clay County Schools

Ridgeview High School



2022-23 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Ridgeview High School

466 MADISON AVE, Orange Park, FL 32065

<http://rhs.oneclay.net>

Demographics

Principal: Becky Murphy

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (56%) 2018-19: B (60%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Clay 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Ridgeview High School

466 MADISON AVE, Orange Park, FL 32065

<http://rhs.oneclay.net>

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)
High School PK, 9-12	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

The mission of Ridgeview High School is to develop lifelong learners who meet the global demands of 21st century skills through a challenging educational program which embraces diversity and unity, instills integrity and character, and promotes Respect, Honor and Scholarship.

Provide the school's vision statement.

Preparing ALL Students for Success in A Global Economy

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
Murphy, Becky	Principal	Principal Becky Murphy serves as the facilitator of the school-based MTSS Leadership Team and provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, manages the school budget, manages school communications, conducts teacher evaluations, and consistent classroom walkthrough leads planning for school-wide systems of interventions and professional development. Shared decision-making is facilitated through the PLC process, teams of teachers work collaboratively in cycles of inquiry to ensure district learning. The principal ensures that all staff complies with the districtwide school site standards.
Barker, Bryson	Assistant Principal	Assistant Principals will assist the Principal with duties as needed which includes but is not limited to participating in data collection and analysis, delivering Tier 1 interventions, schoolwide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, is grade level appropriate and rigorous, through frequent classroom walkthroughs and providing timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities working collaboratively with teachers and monitoring designated departmental data in order to increase student achievement.
Creel, Lydia	Assistant Principal	Assistant Principals will assist the Principal with duties as needed which includes but is not limited to participating in data collection and analysis, delivering Tier 1 interventions, schoolwide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, is grade level appropriate and rigorous, through frequent classroom walkthroughs and providing timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities working collaboratively with teachers and monitoring designated departmental data in order to increase student achievement.
Williams, Kelly	Assistant Principal	Assistant Principals will assist the Principal with duties as needed which includes but is not limited to participating in data collection and analysis, delivering Tier 1 interventions, schoolwide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, is grade level appropriate and rigorous, through frequent classroom walkthroughs and providing timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities working collaboratively with teachers and monitoring designated departmental data in order to increase student achievement.
Egnew, Lisa	Dean	Dean will assist the Principal and Assistant Principals with duties as needed which include but are not limited to participating in data collections and analysis, delivering Tier 1 interventions, and

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

school-wide discipline plans. RHS dean will also serve as a mentor to an identified group of students based on data.

Demographic Information

Principal start date

Monday 7/1/2019, Becky Murphy

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.

2

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.

23

Total number of teacher positions allocated to the school

122

Total number of students enrolled at the school

1,832

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

13

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

17

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	0	0	0	0	461	446	459	444	1810
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	62	68	83	278
One or more suspensions	0	0	0	0	0	0	0	0	0	1	5	0	1	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	81	82	92	73	328
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	57	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	12	15	0	0	27

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	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

Saturday 9/24/2022

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	0	0	0	0	445	483	463	390	1781	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	46	54	29	175	
One or more suspensions	0	0	0	0	0	0	0	0	0	13	14	4	4	35	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	40	60	37	41	178	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	23	45	43	0	111	
Number of students with a substantial reading deficiency	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	0	0	0	0	3	5	0	0	8	

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	

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	0	0	0	445	483	463	390	1781	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	46	54	29	175	
One or more suspensions	0	0	0	0	0	0	0	0	0	13	14	4	4	35	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	40	60	37	41	178	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	23	45	43	0	111	
Number of students with a substantial reading deficiency	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	0	0	0	0	3	5	0	0	8

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	56%	51%				64%	60%	56%
ELA Learning Gains	51%						55%	52%	51%
ELA Lowest 25th Percentile	35%						35%	39%	42%
Math Achievement	40%	35%	38%				55%	55%	51%
Math Learning Gains	42%						40%	46%	48%
Math Lowest 25th Percentile	35%						33%	38%	45%
Science Achievement	78%	43%	40%				77%	73%	68%
Social Studies Achievement	68%	48%	48%				80%	81%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	72%	6%	67%	11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	80%	0%	70%	10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	65%	-19%	61%	-15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	64%	-7%	57%	0%

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	34	43	27	37	42	34	59	28		94	24
ELL	38	59	60	22	60		77			100	50
ASN	76	76		50			100	82		100	71
BLK	45	41	22	27	38	37	68	57		100	39
HSP	47	46	39	31	42	38	72	59		98	53
MUL	62	60		38	37		81	76		95	47
WHT	58	53	39	48	44	32	81	76		98	59
FRL	49	47	30	32	37	45	72	60		98	47
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	31	34	14	39	31	21	39	60		92	26
ELL	21	55	57	24	41	50	31	42		100	62

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
ASN	74	67					67	70		94	82
BLK	47	44	26	42	33	30	67	69		98	48
HSP	48	49	31	24	20	29	59	69		98	61
MUL	57	49	25	47	37		69	78		100	89
WHT	56	50	32	45	32	33	70	73		95	66
FRL	48	45	28	38	32	30	65	69		96	57
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	40	44	33	48	42	27	53	67		94	33
ELL	33	53	36	45						90	
ASN	68	59		73	50		90	100		100	92
BLK	54	48	18	49	38	33	74	78		100	64
HSP	65	59	48	59	35	36	77	74		96	69
MUL	71	76		64	26		90	82		96	59
WHT	66	54	34	55	42	30	76	80		94	68
FRL	53	47	29	52	39	40	70	78		94	57

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)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	607
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	52
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	62
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	59
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Overall, our ELA achievement was 55% which was a one percent increase from the previous year. Both 9th grade ELA and 10th grade ELA decreased in their achievement levels. ELA learning gains for the bottom quartile increased from 31% in 2021 to 35% in 2022. Our overall math achievement decreased from 41% in 2021 to 40% in 2022 but we saw a 3% increase in Math learning gains for the bottom quartile students. Our Social Studies scores also decreased in performance from 72% to 68%. We had our biggest celebration in Biology. We gained 11 points in proficiency going from 67% in 2021 to 78% in 2022.

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

Overall, the data components showing the greatest need for improvement are math and social studies. We dropped a point in proficiency for Algebra 1 and moved to last place in the county with our scores. We were also disappointed by our drop in proficiency in US History. Our district data showed we were on track to gain several points in proficiency. Additionally, we dropped two more points when they added in the proficiency of our ACCESS 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?

We had three new Algebra teachers at RHS and used one of our department chairs to teach a section. Our Math 5-9 certified teachers lack some of the conceptual knowledge they need. Unfortunately, because they are 5-9 certified, we are limited on what they can teach in the upper math levels, so we cannot use some of our best math teachers in teaching Algebra.

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

We had our biggest celebration in biology. We gained 11 points in proficiency.

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

We credit this to tight PLC processes and the continual use of data to drive instruction. We also hosted two Saturday tutoring events with nearly 100 students in attendance each time. We hired a teacher, and wow, she performed well with our Inclusion students. She had a 79% pass rate in her one class of

inclusion. We had several new teachers the year prior, so we also credit consistency with our instructional group for the increase.

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

We will look at an analysis of the test item specifications and the frequently asked questions. From there we will assess our students to find where they are proficient and where there are opportunities for growth and address both of these. There will be constant review and reteaching based on student monitoring assessments. Teachers will work in grade-level PLCs where their focus will be using data to drive instruction, including small group remediation.

Our Instructional Leadership Team (including all PLC team leaders) will devote time monthly to discuss student and staff performance data to assess what is working and to identify what support is needed for continuous improvement. The administration will continue to be in classrooms, providing intentional feedback. At our weekly meetings, we will tier walkthroughs, ensuring we are in classrooms where teachers need the most support.

A strong focus on implementing targeted, small group instruction in our ELA and math classes to increase our students' achievement levels, especially those performing below grade level.

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.

Our county has also developed a teacher leadership program to develop stronger PLCs so teachers can learn to collaborate better and examine student and teacher work to help improve student achievement. We have also had and will continue to invite the district curriculum specialists to meet with our teachers and administrators during PLCs to provide additional support and to ensure that we are intentionally targeting the aspect of rigor and conceptual understanding called for by the standards. Our county also provides quarterly collaboratives which focus on best practices around standards-driven instruction. This collaborative provides valuable time for teachers to learn from each other, as well as support coaches, and plan standard-based lessons that they can implement in their classes.

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

We will continue to work with our district curriculum specialists as we use progress monitoring to drive our instruction. We will use student success team meetings to identify students who are struggling with their academics earlier in order to provide research-based remediation.

Areas of Focus

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

:

#1. 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.

The performance level of our lowest 25 percentile was 35%. ELA PLC groups and Intensive Reading will be focusing on the BEST Standards and identifying comprehension trends so that we can have the most impact for the majority of the lower quartile students. Focusing on standard-based teaching and data-driven instruction will increase student proficiency and learning gains.

Measurable Outcome:

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

Ridgeview High School will improve the percentage of bottom quartile students making learning gains from 35% to 37%. We will continue our strong focus on standard-based teaching and data-driven instruction with our 9th-grade team. Our high 2 students will continue to be placed with our strongest 9th-grade ELA teacher.

Monitoring:

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

Progress monitoring will occur with the baseline, midyear, and end-of-year district assessments, as well as Lexia and Achieve 3000. Every nine weeks the ELA and Reading PLCs will review the data and create plans for implementation.

Person responsible for monitoring outcome:

Becky Murphy (becky.murphy@myoneclay.net)

Evidence-based Strategy:

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

ELA and Reading teachers will use Achieve 3000 to progress monitor throughout the year. Collaborate within PLC teams to create common formative assessments and analyze data in order to guide instruction. Provide students with writing practice aligned to the rigor of the assessment and develop ways to systemically intervene when formative assessment shows students are not mastering standards.

Rationale for Evidence-based Strategy:

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

Replacing poor planning and executing standards-aligned lessons should increase student proficiency and learning gains. With this team, there will be a strong focus on coaching standards-based instruction. These strategies will increase engagement, rigor, grade-level appropriate instruction, and academic ownership.

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.

Ensure lessons and student learning activities suit the level of rigor in which students are expected to work. Teachers will use language from the standard and understand the level of rigor needed for mastery. Develop questions at the appropriate complexity level for common formative assessments and instruction. These formative assessments will track the progress of students on those standards. Incorporate reading, writing, critical thinking, and collaboration in every lesson. Work together as a PLC team to be responsive to students' specific needs so they can adjust teaching methods and discuss interventions in the PLCs to lead students to success. Provide explicit vocabulary instruction

Provide direct and explicit comprehension strategy instruction

Provide opportunities for an extended discussion of text meaning and interpretation.

All students participate in the thinking through no-opt-out CFUs and exit tickets.

Person Responsible Becky Murphy (becky.murphy@myoneclay.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The performance of our lowest 25 percentile was 35%. Math PLC groups will be focusing on intentional planning and standards-aligned lessons so that we can have the most impact on the majority of the lower quartile students. Addressing foundational gaps with embedded ad continuous spiral review will benefit all students.

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

Ridgeview High School will improve the percentage of bottom quartile students making learning gains in math from 35% to 37%.

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

Progress monitoring will occur with the baseline, midyear, and end-of-year district assessments. Additionally, we are using ALEKS math diagnostics which provides an adaptive pathway to remediate foundational skills for Algebra, Geometry, and Math for College Liberal Arts students who need a concordant score. The benefit of using ALEKS includes monitoring learning gains in real-time and the ability to target student remediation needs. We have also embedded ACT and SAT practice into Math for College Liberal Arts courses to further support college readiness.

Person responsible for monitoring outcome:

Lydia Creel (lydia.creel@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

We will strategically place students in our mid to high 2's with our strongest teacher leading small group instruction. With this team, there will be a strong focus on data-driven best practices and standards-based instruction. These strategies include common assessment, use of district-adopted resources aligned to our standards-based curriculum, and explicit, teacher-directed, small group instruction and remediation. Algebra 1A/1B Blocks traditionally taught over a single academic year are now over two years, providing students with additional time to assimilate and internalize the upper-level math content. Additionally, students scoring Level 3 and above are scheduled into Algebra 1 Honors

implemented for this Area of Focus.

sections this year to push rigor and high expectations. We reorganized our geometry teachers, moving one of our teachers who taught both Alg/Geo last year to teach geometry full time. Push-in supports have been added in two classrooms to serve students requiring intensive, small group, direct instruction.

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

Teaching concepts and procedures in a highly structured and carefully sequenced manner, using data from common assessments to identify and address gaps, and supported by the use of small group instruction is supported by research. These strategies have been shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs. The combination of more time for struggling learners to synthesize Algebra 1 content with the year-long 1A/1B courses, the use of ALEKS adaptive, standards-aligned, tiered supports via a technology platform, and the opportunity for our on-grade level students to experience the increased rigor of the honors classroom addresses the needs of all students and lets us work to meet them where they are.

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.

Coach teachers on effectively using step-by-step processes for planning standards-based instruction, focusing on the essential question, "What do we expect our students to know?"

Teachers will meet monthly for a directed PD day to utilize standards, test item specs, and district curriculum maps to plan their instruction, remediation, and small group differentiation. These PD days will also focus on increasing our teachers' conceptual knowledge of Algebra.

Ensure teachers know how to use district-provided curriculum resources to prepare for standards-based instruction.

Continue to use district-provided formative assessments to determine progress toward the stated outcomes and then plan for remediation.

Conduct individual conferences with students at least once a 9-weeks to discuss deep content understanding in math and to set student learning goals.

Throughout the year, provide spiraled Algebra instruction to provide additional time for Algebra 1 concepts to be retaught and assessed to ensure mastery.

Person**Responsible**

Lydia Creel (lydia.creel@myoneclay.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improve student and faculty connectedness while specifically addressing and implementing character traits aligned with the 7 Mindsets curriculum to improve the climate of positivity and acceptance at RHS.

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

Improve faculty/staff and student connectedness; relationship building. Increase acceptance and empathy among students. Encourage students to self-reflect on their character strengths and focus on developing a growth mindset. Provide students opportunities to discuss and practice positive mindsets and traits to improve their overall success.

1. By September 2, 2022, 100% of our classrooms will have school-wide expectation RISE posters posted as measured by a formal PBIS walk-through.
2. By September 12, 2022, 94% of teachers will have taught all of the school-wide expectations and behavior lesson plans as measured by their participation in Google classroom.
3. Every quarter, we will work toward a 1% decrease in the number of Office Discipline Referrals
4. By the end of the reward system timeline, 85% of staff will have provided reinforcement to at least 10 different students as measured by the use and award of our Positive Panther RISE cards.

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

PBIS collects data via Synergy Discipline Reports, student and staff surveys, and tracks participation rates of positive rewards for both academic progress and appropriate behaviors. Walk-through forms provide us with a snapshot of what these positive acknowledgments look like and the number of times this best practice is observed in classrooms.

Person responsible for monitoring outcome:

Becky Murphy (becky.murphy@myoneclay.net)

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

Incorporating the 7 Mindsets curriculum and the Positive Panther Council school-wide initiatives that promote Social and Emotional Learning and relationship building.

Rationale for Evidence-based Strategy:

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

Initiating the mindsets training and the Positive Panther Project will help students' social and emotional competencies which will, in turn, lead to lowered discipline issues, fewer suspensions, and an increase in goal setting which should impact student performance as well.

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.

1. Monthly school-wide activity that aligns with 7 Mindsets
2. Support of Administration to utilize 10 - 15/min during faculty meetings to conduct a lesson/activity

3. Support of Administration/teachers to embed lessons through 9th-grade and 10th-grade classrooms.
4. Promoting positivity throughout the school via the Positive Panther Project.

Person Responsible

Becky Murphy (becky.murphy@myoneclay.net)

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.

Four hundred and sixty-one (461) freshmen are enrolled at RHS for the 2022- 2023 school year. Freshmen parental involvement will improve during the course of this year as measured by attendance at the freshmen orientation parent meeting and the parent/curriculum night sponsored by guidance. We have established PBIS subcommittees to work on developing strategies that build positive school culture. The main focus of our Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Ridgeview High School. While many faculty and students may have suppositions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

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

RHS provides student counseling through a variety of means. Our guidance department meets with our students on a one-on-one basis, in group settings, and in small group settings at various times throughout the year. In addition, our guidance department has incorporated the Positive Panther Project, which is a school-wide initiative meeting on the first Wednesday of every month. This project incorporates the 7 Mindsets lessons with an overall goal of creating a sense of connectedness and enhancing Social and Emotional Learning skills for all learners. What is more, each counselor has an open-door policy for their students to visit if needed. RHS provides students access to a behavioral counselor through the local mental health agency with parent consent needed after the first visit. RHS provides students of military members another resource to connect with other students who understand the trials of being a military dependent through another licensed counselor. Along with all faculty members, mentoring is provided by the National Honor Society and Beta Club members. Mentoring is also provided by Take Stock in Children for students identified in 8th grade as at risk for graduation/college attendance. Faculty are trained every year on Suicide Prevention and indicators. RHS has various clubs, organizations, and events that students are encouraged to participate in to connect with peers. RHS has a zero-tolerance policy on any type of bullying and advertises this policy to all stakeholders. Teachers, counselors, and administrators have an open door policy and are available to all students when needed.