River Ridge Middle School

2022-23 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: 7/12/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	49%
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 (54%) 2018-19: B (58%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

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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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 6-8	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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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
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
Adams, Lisa	Teacher, K-12	Science Lead, PLC Facilitator
Baumaister, Chrissy	Instructional Coach	Learning Design Coach
Brissey, Melina	Teacher, K-12	7th Grade Math PLC Facilitator
Darling, Abby	Teacher, Career/Technical	CTE Lead
Fallon-Johnson, Carrie	Teacher, K-12	7th Grade ELA PLC/ELA Department Lead
Fields, Tamara	Teacher, K-12	Civics Facilitator/SS Department Lead
Gibbons, Kourtney	Teacher, K-12	6th Grade ELA PLC Facilitator
James, Jennifer	Teacher, K-12	6th Grade Science PLC Facilitator
Kolean, Kevin	Assistant Principal	6th Grade AP;PBIS, Behavior Interventions
Mekus, Mary	Teacher, K-12	8th Grade ELA PLC Facilitator
Murphy, Angie	Principal	
Shaw, Pam	Teacher, K-12	8th Grade Science PLC
Stanton, Monica	School Counselor	Student Services Lead/8th Grade Counselor
Thompson, Gina	Teacher, ESE	ESE Lead
Zampella, Michael	Teacher, K-12	6th Grade Math PLC
Marshall, Kimberly	Teacher, K-12	ELA/Reading and Data Analysis
Addington, April	Graduation Coach	Student Success Team Lead
Grubbs, Daniell	Assistant Principal	7th Grade, SBP, PBIS (Staff)
Martanovic, Kristen	Assistant Principal	8th Grade, Student Success Team Coordinator, Grad. Enhancement
Moore, Melody	Teacher, K-12	Social Studies - World History PLC Facilitator

Name	Position Title	Job Duties and Responsibilities
Corley, Joseph	Paraprofessional	PBIS Lead, Student Support Assistant, Academic and Behavior Support
Cione, Thomas	Behavior Specialist	SBP lead teacher and behavior supports

Demographic Information

Principal start date
Tuesday 7/12/2022, Angela Murphy L

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.*

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.*

Total number of teacher positions allocated to the school
72

Total number of students enrolled at the school
1,085

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	338	352	395	0	0	0	0	1085
Attendance below 90 percent	0	0	0	0	0	0	30	13	9	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	27	59	58	0	0	0	0	144
Course failure in ELA	0	0	0	0	0	0	4	16	5	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	5	6	5	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	76	104	123	0	0	0	0	303
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	103	76	84	0	0	0	0	263
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	30	53	55	0	0	0	0	138

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

Tuesday 7/12/2022

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	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 of 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	

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	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 of 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:

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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	48%	46%	50%				54%	52%	54%
ELA Learning Gains	48%						52%	55%	54%
ELA Lowest 25th Percentile	34%						45%	47%	47%
Math Achievement	52%	34%	36%				69%	60%	58%
Math Learning Gains	58%						67%	61%	57%
Math Lowest 25th Percentile	54%						57%	52%	51%
Science Achievement	43%	54%	53%				52%	52%	51%
Social Studies Achievement	73%	59%	58%				68%	68%	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	2022					
	2019	55%	56%	-1%	54%	1%
Cohort Comparison						
07	2022					
	2019	46%	51%	-5%	52%	-6%
Cohort Comparison		-55%				
08	2022					
	2019	58%	58%	0%	56%	2%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	59%	0%	55%	4%
Cohort Comparison						
07	2022					
	2019	50%	42%	8%	54%	-4%
Cohort Comparison		-59%				
08	2022					
	2019	76%	68%	8%	46%	30%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	49%	54%	-5%	48%	1%
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	67%	70%	-3%	71%	-4%

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	99%	60%	39%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	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	19	30	22	21	48	46	14	42	55		
ELL	43	49	36	45	54	60	50	85			
ASN	64	63		88	63				94		
BLK	31	39	29	35	56	42	12	54			
HSP	47	50	30	48	61	62	45	71	79		
MUL	54	55	50	53	60	47	46	83	63		
WHT	49	47	33	53	57	54	44	73	71		
FRL	39	42	27	41	51	48	35	63	60		

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			

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	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		

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	53
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	45
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	52
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	74
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	57
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	53
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	45
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?

Gaps in learning was evident based on historical state assessment data from grade level to grade level and student to student. There were decreases in all content areas with the largest in science (-13). There are a large number of level 1s and proficient students, which indicates this learning gap.

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

Science was 43% proficient which included 7th grade accl. science, Math decreases in all areas and 6th and 7th grade math were below 50% (6: 33%, 7: 29%). ELA scores were stagnant in 6th and 8th grade. Students with disabilities and black students did not meet the ESSA proficiency of 41%. Also, students in the SBP classrooms were not proficient in any area but Civics, most scored Level 1s.

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

Lack of staffing in science, math, and SBP classrooms for the entire year. In the science classrooms, increase focus on holistic engagement strategies and content area specific ie. Science labs, inquiry, simulations, etc. Planning based on the engineering cycle to increase critical thinking and on grade level content based on district provided resources and assessments.

ELA continue to deepen understanding of the new district curriculum and the use of Lexia as a Tier 2/3 intervention with small group and one-on-one remediation opportunities.

Math will need to fill the gaps during daily intervention time due to lack of staff and limited content. There will be new curriculum and the use of IXL as a Tier 2/3 intervention will be critical.

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

Civics had a 3% improvement with more students tested. Two of the three Civics teachers had a 75% or greater proficiency rate.

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

Aligned PLC planning, assessment, and intervention... allowing multiple opportunities for second chance learning and enrichment. The integration of experiential lessons and utilizing the district provided

curriculum/Gateway resource. Frequently and consistently monitoring student progress through CFAs with opportunities to deepen understanding.

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

Students have the opportunity to accelerate in Math and Science courses. Students also have daily intervention/enrichment period (Knight Time) where they can accelerate their learning with small group and independent. Support teachers also work with students on specific skills regarding executive functioning during this time.

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.

Staff will be provided PD in PLC planning, calendaring, standards alignment, grading practices, engaging instructional practices and planning based on the IPG tool, etc. See below.

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

• PLC members will analyze quarterly data utilizing the Quarterly Data Chat Protocol, implement a school-wide data tracker using comprehension checks and progress monitoring spreadsheet checks monthly based on standards.
• Provide time for coaching and planning during quarterly planning half days and ERD to deepen understanding of the PLC process, essential standards, and common assessments. Consistency within PLCs with common calendar, grading practices, communication, and curriculum delivery by using myLearning and other district provided digital resources.
• Continue with Core Action 2/3 work through mini-workshops, PLC-focus modeling, and share sessions (pineapple chart) in a grab and go format for all content areas
-Question sequencing/intentionally planned questions
-Intentional Engagement and Collaboration strategies
-Transition from teacher moves to student actions to enhance and deepen teacher understanding through IPG and classroom modeling
• Complete walkthroughs and provide implementation professional learning to increase focus on holistic engagement strategies and content area specific ie. Science labs, inquiry, simulations, etc. (Core Action 2/3) to release discussion and work to students; focus on new math curriculum and work through improving use of ELA curriculum with Lexia Power Up as an intervention in the co-teach classroom.

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 Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data Driven Decisions: At the end of the 2021-22 SY, 15 students needed promotion recovery, reduced from 67at the end of 2021. 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 2022-23 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. 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. -There are also new district grading practices guidelines that will be implemented 22-23 SY.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Second Chance Learning Opportunities (TIERed Interventions), alignment of standards-based instruction, intervention and assessment will result in a decrease of the number of students earning a "D" or "F" by 5% (from quarter to quarter) based on myEWS and myStudent data. We will continue to have 0 retained 8th graders.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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. Build and deepen understanding of Second Chance Learning Opportunities, standards recovery, and alternative performance assessment within PLCs/GLTs through professional learning sessions in ERD, modeling by the Student Success Teams and with bi-weekly monitoring of common gradebooks in PLCs by support team.
Person responsible for	Kristen Martanovic (kmartano@pasco.k12.fl.us)

monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Knight Time Intervention period (20 minutes daily) and Calendared intervention days in the classroom by PLC to address standards that students are not meeting proficiency. We will utilize the Edmentum and Tier 2/3 supports built into the Secondary Learning Network. 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
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	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 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

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. 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/Edmentum, 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	Kristen Martanovic (kmartano@pasco.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data review of course performance, standardized tests, NWEA, Lexia, and ODR's indicates a need for more specialized PD in the area of understanding and assisting SWD academically and behaviorally as well as other minority groups (black). Data indicates that SWD and black students are lagging behind their peers in mainstreamed and self contained classes. 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 2022 (%) This group is also off track in discipline according to EWS scorecard.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase student achievement with focus on Students with Disabilities (SWD) and black students specifically Social Behavioral Program reducing SBP ODRs and increase student proficiency on FAST/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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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. Make sure to aggregate data based on SWD and black students.
Person responsible for monitoring outcome:	Daniell Grubbs (dgrubbs@pasco.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS strategies Team teach and assessment cycle PLC guiding questions -- Using the district provided curriculum like their peers Academic and Social Behavior strategies USF CICO program
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Data review of course performance, standardized tests, NWEA, Lexia, 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 and black students are lagging behind their peers in mainstreamed and self-contained classes.

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. 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.

Person Responsible

Daniell Grubbs (dgrubbs@pasco.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Collaborative Culture	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	High level of ODRs this past year and students with disabilities and OSS rates - not in classroom receiving instruction results in low proficiency rates. 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, Academic and Social Behavior trainings, trauma informed care, PBIS rewards system, and TIERs of intervention to clarify expectations, build relationships, and implement restorative practices.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase student and staff engagement by fostering a "Culture of Caring" within the RRMS community by implementing restorative practices as evidenced by a decrease in the number of students earning ODRs by 3% based on myEWS and myStudent data and a 2% increase in Gallup employee and student survey results, and earning Gold School PBIS recognition.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Review weekly in Student Success Meetings discipline and CICO data; review bi-monthly through SLT 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.
Person responsible for monitoring outcome:	Kevin Kolean (kkolean@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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. ERD half days and PD with infusion of Academic and Social Behavior strategies PBIS build "pillars of support" beyond the guiding coalition. Strengthen the purpose and practices in Knight Time and classroom interventions, Academic lunch detention, ATS, Restorative After School Curriculum in place of OSS Implementation of a mentor program with students and adult mentors for CICO. Build rapport with families through community events and conferences as needed. 4 Student Support Assistants, 1 for each grade-level to provide mentorships
Rationale for Evidence-based Strategy: **Explain the**	There is a concern about the amount of instructional time lost due to disruption, processing, and consequences related to ODR's and OSS incidents. 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,

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	understanding for trauma, Academic and Social Behavior 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.

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. 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	Kevin Kolean (kkolean@pasco.k12.fl.us)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	High Impact Instruction: In evaluating our data, we want to see continued increase in learning gains in all content areas, especially SWD and Black. Based on stakeholder feedback through the CNA, BPIE, and Gallup, we believe our work during the last 4 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. Overall Data Strengths Summary: -EWS: High percentage of students on track for discipline. -Gallup: Increase in all areas including employee and student engagement -Course Performance: All quarters, between progress report and report card, the number of students academically on-track doubled -No 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. -FSA Math, ELA, Science scores were at or below the district level. There are significant gaps in proficiency which show that the level of curriculum rigor needs increased in classroom tasks, assignments, and asssessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of PLC's will intentionally plan, deliver literacy-rich lessons that are aligned to the rigor of essential standards, monitor student mastery of the essential standards as evidenced by FAST/EOC progress monitoring, NWEA Benchmarks, CFAs and IPG walk throughs, and purposely plan interventions and enrichment opportunities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 Complete walkthroughs and provide implementation professional learning to increase focus on holistic engagement strategies and content area specific ie. Science labs, inquiry, simulations, etc. (Core Action 2/3) to release discussion and work to students; focus on new math curriculum and work through improving use of ELA curriculum with Lexia Power Up as an intervention in the co-teach classroom. PLC members will analyze quarterly data utilizing the Quarterly Data Chat Protocol, implement a school-wide data tracker using comprehension checks and progress monitoring spreadsheet checks monthly based on standards.
Person responsible	Angie Murphy (amurphy@pasco.k12.fl.us)

for monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 questioning and engagement strategies (Academic and Social Behavior, Core Action 2/3); ERD focus on Core Action 2/3, Data Dives, and Community/Confidence Building in the classroom

Leadership Team and GLT teams focusing on intervention and grading best practices through equity, multiple opportunities for mastery learning, APEX/Edmentum standards-based recovery

Continued work with PLCs 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 |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | In evaluation of our data (NWEA, FAST), we want to see continued increase in learning gains in all content areas, especially with SWD and Black. Based on stakeholder feedback through CNA and Gallup, we believe our work during the last 4 years on PLCs and grading practices with a focus on essential standard identification, instruction and monitoring through CFA's is well developed & needs to be refreshed/refined. 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. 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 wanting to dive deeper into grading practices to ensure they are standards-based & that staff are teaching the standards at the appropriate level of rigor. |

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. PLCs will plan instructional units and create CFAs based on BEST standards and TTAC to monitor 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, questioning/engagement strategies and equitable grading practices.
7. Weekly walkthroughs will be completed by LDC, Administration and SLT with focus-areas highlighted and feedback provided to staff.

Person Responsible	[no one identified]

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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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?

NA

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?

NA

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

NA

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.

• School-wide behavior intervention plan with on ramps for team-based decision-making will focus on how to exhibit the Knightly Values, restorative practices and academic and social behavior including Royal Rewards incentives for "on track" and students making growth in academics/behavior/attendance. Strengthen PBIS guiding coalition with in the leadership team and beyond through building a deeper understanding of philosophy and data collection.
• Behavior Intervention Team (PBIS) will be created which will include Student Success Team members and behavior specialists will address students with multiple referrals, academic and/or attendance issues and complete a problem solving/goal setting cycle.
• "Knight Time" school-wide monthly character sessions to increase student engagement through "Knightly Values" lessons and student driven school-wide clubs.
• Partner with PTSA and community organizations to offer a community event each quarter that supports the RRMS Success Plan goals.
• Frequent student and staff surveys to monitor engagement based on opinions matter and levels of engagement in school.
• Engage staff in PD to utilize strengths within collaboration opportunities and monitor growth through semester feedback sessions with administration.
• Communicate with the RRMS community through Facebook, Instagram, Twitter, and by utilizing a "Principal's Weekly Message" in a blog format on the website to share progress towards reaching Success Plan goals, highlighting students and staff, points of pride, and other important information for families.
• Integrate Academic and Social Behavior resources from district PD sessions/Sharepoint to increase opportunities to intentionally build positive relationships with all stakeholders.
- Students are encourage to get involved in a service club like Royal Ambassadors, Student Council, or NJHS to build a Royal Culture of Caring by sponsoring Start with Hello inclusion week, Red Ribbon Week, Kindness Week, and multiple spirit weeks through out the year. We also host several transition events for new students with welcoming socials, assigning student mentors, and adult supports. We also sponsor Storm the Castle, Campus Tours during the School Day, elementary campus visits, and much more to transition our incoming 6th graders into the Royal Family.

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

Administration: Set the standard of excellence and positive culture with the Royal Family - Communicate with the RRMS community through Facebook, Instagram, Twitter, and by utilizing a "Principal's Weekly Message" in a blog format on the website to share progress towards reaching Success Plan goals, highlighting students and staff, points of pride, and other important information for families. , School Leadership Team: School-based, staff Guiding Coalition with school improvement initiatives made up of diverse staff members both instructional and non-instructional, School Advisory Council: Community, parents, students guiding coalition with school improvement, Co, RRMS Parent Teacher Student

Association: Provide educational opportunities for parents, student staff and the community to build community and advocate for teachers and students, sponsors incentives for student/staff recognition, volunteers in classrooms and school events, Royal Ambassadors: focus group of diverse students who provide feedback, brainstorm ideas, review data, implement school-wide royal culture of caring initiatives, Student Success Teams: Support Staff that work with students to develop a culture of caring in the area of academics and behavior, Teachers and Staff, Community Partners: provide positive incentives to recognize students efforts both academically and behaviorally.