



## 2021-22 River Ridge Middle School Success Plan at a Glance



### **GOAL 1: HIGH IMPACT INSTRUCTION**

100% of PLCs/teachers will intentionally plan, deliver literacy-rich lessons that are aligned to the rigor of the standards, and monitor student mastery of the essential standards as evidenced by FSA/EOC, Quarterly Assessments, and IPG walk through data.

- Teachers will participate in PLCs, plan instructional units, and create common formative and summative assessments based on appropriate standards and level of rigor. PLCs/teachers will implement the Team Teaching Assessing Cycle multiple times.
- 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.
- Every lesson, every day will include opportunities for students to read, write, think, and talk using grade-level challenging text and research-based best practices grounded in the standards.
- PLC members will analyze quarterly data and implement a school-wide data tracker using comprehension checks monthly.
- After an assessment is given, PLCs/teachers will determine whom and how they will provide Tier 2/Tier 3 support to students who did not demonstrate of the standard.
- Professional Development will focus on implementing the Team Teaching Assessing Cycle, Core Action 2/disciplinary literacy and using myProgress/myEWS/myStudent to pull and analyze data based on standards for intervention and enrichment.

### **GOAL 2: DATA DRIVEN DECISIONS**

Second Chance Learning Opportunities, 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.

- Full Grade-Level Teams will meet monthly to collect, analyze and build support plans for at risk and off track students based on all factors. PLCs will meet weekly to analyze data to build in supports through “Knight Time” intervention and in class means.
- Build understanding of Second Chance Learning Opportunities cycle, standards recovery through APEX, and alternative performance assessment through myLearning curriculum development and sharing effective strategies through the PLC and Leadership Teams.
- Weekly Student Success Team meetings and bi-weekly MTSS meetings to engage in the problem solving cycle for students needing interventions. School Intervention Team (SIT) will identify, support, and monitor the lowest 35% of students.
- Quarterly data chats with students and staff to build relationships and review academic/behavioral data and goals/strengths. Communicate outcomes with stakeholders.
- Monthly whole school lessons (more frequently for 6<sup>th</sup> grade) for students on executive functioning, character education, and mindfulness.

### **GOAL 3: COLLABORATIVE CULTURE**

Increase student and staff engagement by fostering a “Culture of Caring” within the RRMS community as evidenced by a decrease in the number of students earning ODRs by 5% and increase in student attendance for those students earning 10 or more days by 5% based on myEWS and myStudent data.

- 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 mindfulness including Royal Rewards incentives for “on track” and students making growth in academics, behavior, and attendance.
- Behavior Intervention Team 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.
- Engage staff in PD on strengths and how to use their own and understand other’s within PLCs.
- Frequent stakeholders surveys to monitor engagement and gather feedback.
- 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.

### **GOAL 4: MTSS COLLABORATIVE CULTURE**

Increase student achievement with focus on Students with Disabilities (SWD) specifically Social Behavioral Program reducing SBP ODRs by 5%, as evidenced by blended learning standards-based teaching strategies, PBIS strategies, and trauma informed care.

- Teachers will participate in PLCs, plan instructional units, and create common formative and summative assessments based on BEST standards and level of rigor. PLCs/teachers will implement the Team Teaching Assessing Cycle multiple times.
- Teachers will share standards, expected outcomes, and student data with students through posting learning targets, using student-friendly scales, reflection/feedback forms and conferencing.
- Every lesson, every day will include opportunities for students to read, write, think, and talk using grade-level challenging text and research-based best practices grounded in the standards.
- PLC members will analyze quarterly data and implement a school-wide data tracker using comprehension checks monthly.
- After an assessments, PLCs/teachers will determine to whom and how they will provide Tier 2/Tier 3 for additional standard mastery opportunities
- PD will focus on building expertise in standards-based grading and assessment, differentiated instruction, and trauma informed care.
- SBP community building and continuity through training and implementation of common team expectations, levels and interventions.