



2023-2024 River Ridge Middle School Success Plan at a Glance



GOAL 1: HIGH IMPACT INSTRUCTION

100% of classroom teachers will create a classroom learning environment that fosters positive relationships by increasing student engagement and achievement through intentional planning with PLCs, delivering instruction that aligns with the rigor of the standards, implementing high-leverage engagement strategies, and monitoring student progress as evidenced by FAST/EOC progress monitoring (5% overall increase in each tested area), NWEA Benchmarks, CFAs, and weekly classroom walkthroughs.

- Teachers will participate in PLCs, plan instructional units, and create common formative and summative assessments based on essential standards and level of rigor. PLCs/teachers will implement the Team Teaching Assessing Cycle multiple times.
- Teachers will collaborate on essential standards, expected outcomes, and reflect on student data with students through posting learning targets, using student-friendly language, reflection/feedback forms, and conferencing.
- 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 using myLearning and other district-provided digital resources.
- Continue with Core Action 2/3 work through monthly mini-workshops, PLC-focus modeling, and share sessions (pineapple chart) in a grab-and-go format for all content areas
 - Intentional Engagement and Collaboration strategies (Kagan) used school-wide
 - Setting up resilient classrooms with common school-wide expectations for the way of work (voice levels, electronic devices, board configurations, collaboration groupings, etc.)
 - Question sequencing/intentionally planned questions
 - 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 math curriculum and work through improving the use of ELA curriculum with Lexia Power Up as an intervention in the co-teach classroom.
- 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 utilizing the Quarterly Data Chat Protocol, and implement a school-wide data tracker using comprehension checks and progress monitoring spreadsheet checks monthly based on standards.
- After an assessment, PLCs will determine to whom and how they will provide Tier 2 support to students who did not demonstrate mastery through the extended embedded intervention time.
- Professional Development will focus on implementing the Team Teaching Assessing Cycle, Core Action 2/3, classroom management/engagement strategies (Kagan), and pulling and analyzing data based on standards for intervention and enrichment (how to integrate intervention into the new rotating schedule).

GOAL 2: DATA DRIVEN DECISIONS

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.

- Full Grade-Level Teams (GLTs) will meet bi-weekly, one week as a grade-level team and one week as an entire school team, to collect, analyze, problem-solve and build support plans for at risk and off-track students based on all factors using GLT student data notebooks and intervention action plans with follow up by Admin., PLC Facilitators, Student Success Teams, and Coach. PLCs will meet weekly to analyze data to build in supports through intervention and in class means.
- 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.
- Weekly Student Success Team meetings and bi-weekly GLT/MTSS meetings to engage in the problem-solving cycle. School Intervention Team (SIT) will identify, support, and monitor the lowest 35% of students.
- Quarterly data chats with each student with MTSS team members to build strong relationships and review academic data, behavioral data, goal setting, etc. Communication with student, parent, and teachers regarding student progress/goals.
- Monthly whole school lessons (more frequently for 6th grade) for students on executive functioning, test taking skills, character education, and academic and social behavior.
- Explore school-wide alternative academic intervention options i.e. Academic Success After School, etc. and aligning interventions to embedded instruction with standards based recovery and opportunity hall.
- Collaborate with USF Project Promote to deepen whole staff knowledge on targeted interventions for students in academic, social, and behavior areas including Restorative Practices, Check In Check Out, Impact Meetings, Data Chats (All students-fall, At Risk/Off Track-Winter/Spring) and Well Being Groups.

GOAL 3: COLLABORATIVE CULTURE

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.

- School-wide behavior intervention plan with on-ramps for team-based decision-making will focus on exhibiting 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 within the leadership team and beyond by 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 who will address students with multiple referrals, academic and/or attendance issues and complete a problem-solving/goal-setting cycle.
- School-wide expectations and routines for the beginning and end of each class period, including teaching the appropriate use of technology and cell phones with the stoplight strategy, consistent hall pass, and bell-to-bell instruction.
- School-wide monthly character sessions to increase student engagement through “Knightly Values” lessons and student-driven school-wide enrichment activities.
- Partner with PTSA and community organizations to offer quarterly community events supporting 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 to share progress towards reaching Success Plan goals, highlighting students and staff, points of pride, and other important information for families.
- Integrate Resiliency resources from district PD sessions/Sharepoint to increase opportunities to intentionally build positive relationships with all stakeholders.

GOAL 4: MTSS COLLABORATIVE CULTURE

Increase student achievement with a focus on 2 priority subgroups, Students with Disabilities and Black/African American students, specifically in the Social Behavioral Program, reducing SBP ODRs by 5%, and aligning SBP curriculum to the SLN scope and sequence, increasing the rigor of SBP curriculum through the use of blending learning opportunities and SLN resources to increase match mainstream performance levels as measured by quarterly progress monitoring and course performance rates.

- Teachers will participate in PLCs, plan instructional units, and create common formative and summative assessments based on essential 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.
- PD will focus on building expertise in district curriculum, differentiated instruction, scaffolding, de-escalation, and crisis prevention intervention. Training specifically for IEP development and compliance and working with students on the autism spectrum.
- Continue with Core Action 2/3 work through monthly mini-workshops, PLC-focus modeling, and share sessions (pineapple chart) in a grab-and-go format for all content areas
 - Intentional Engagement and Collaboration strategies (Kagan) used school-wide
 - Setting up resilient classrooms with common school-wide expectations for the way of work (voice levels, electronic devices, board configurations, collaboration groupings, etc.)
 - Question sequencing/intentionally planned questions
 - Transition from teacher moves to student actions to enhance and deepen teacher understanding through IPG and classroom modeling
- SBP community building and continuity through training and implementation of common team expectations, levels, interventions and home-school communication (electronic home note).
- Students will be enrolled in a daily social skills course focusing on academic and social behavior enrichment.