

RAVENSWOOD MIDDLE SCHOOL

***F.O.C.U.S. PLAN
2026-2027***



**For The Elementary and
Secondary Education Act of
1965, as amended by the
Every Student Succeeds Act
of 2015**



F.O.C.U.S. PLAN

F - Find the starting point.

O - Organize the DATA.

C - Communicate the goals and action steps.

U - Utilize the Stakeholders.

S- Sustain the monitoring.

West Virginia Standards for Effective Schools



West Virginia DEPARTMENT OF
EDUCATION

1. Clear and Focused Mission

Definition: *The school's purpose and approach to support learning for all*

Key Concepts

- A culture of ownership for student success
- Shared beliefs and values
- Commitment to a shared vision

2. Instructional Leadership

Definition: *Ensuring the effectiveness of instruction leads to student achievement*

Key Concepts

- Principal ensures implementation of high yield instructional strategies
- Staff lead and assume responsibility for overall academic success
- Students are engaged in age-appropriate leadership opportunities

3. High Expectations for Success

Definition: *Purposefully providing a climate in which all students can learn and succeed*

Key Concepts

- Staff believe in and demonstrate their ability to successfully teach all students
- Staff believe all students can and will obtain mastery
- Responses and adjustments occur to assure mastery when some students do not learn, or have already mastered the concept

4. Positive and Safe Environment

Definition: *Orderly, purposeful, and accommodating of all students' needs*

Key Concepts

- Collaboration and cooperation are pervasive among staff and students
- Appropriate behavior is expected and supported
- Student diversity is embraced and respected

5. Equitable Opportunities to Learn and Effective Instruction

Definition: *Sufficient time for meaningful learning is provided to all students*

Key Concepts

- Instructional time is utilized efficiently and effectively
- Instructional activities are rigorous and aligned to student interest and State Standards
- Feedback is timely, ongoing, and supports individual student growth

6. Frequent Monitoring of Student Progress

Definition: *A variety of data are used as the basis for adjusting the instructional approach*

Key Concepts

- Formative assessments are utilized to measure student performance
- Student performance is used to guide instructional decisions
- Teacher monitors student progress toward established instructional goals

7. Family and Community Partnerships

Definition: *Purposeful relationships exist between families, community, and the school*

Key Concepts

- The school community fosters shared responsibility for student success
 - Community understands and supports the school's mission
 - Partnerships exist between school and community to support academic, social-emotional, and physical needs
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WHERE WE ARE

INDICATOR	RvMS	County	STATE
ELA Achievement Value	54.04%	57.94%	56.14%
MATH Achievement Value	51.44%	53.18%	50.55%
ELA Progress Value	36.70%	37.59%	43.92%
MATH Progress Value	40.00%	42.18%	42.79%
Attendance	76.66%	78.40%	75.86%
Discipline	93.03%	96.53%	95.32%

Academic Achievement Value

Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
80% or Higher	65 to 80%	50% to 65%	Less than 50%

Academic Progress Value

Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
65% or Higher	50 up to 65%	35% up to 50%	Less than 35%

Attendance and Discipline

Exceeds Standard	Meets Standard	Partially Meets Standard	Does not Meet Standard
95% or Higher	90% to 95%	80% to 90%	Less than 80%

Goal 1

The school will maintain and communicate a purpose that commits to high expectations for success especially in relation to communicating focus plan goals.

Objective A

Sharing focus plan goals in every newsletter, staff meeting, PLC, and/or LSIC and community communication.

Action Steps:

- Mission Statement posted on website and on daily announcements
- Mission, Vision, and Goals posted in classrooms
- Mission,Vision and Goals posted on all agendas for RTI/SMART placement
- Focus Plan Goals included in every newsletter to staff and families.

Objective B

High Expectations for All

Action Steps:

- Academic rigor
- Formative and summative assessments utilized
- Identify At-Risk students for the Pupil Support Team
- Understanding the use of data to drive instruction
- Utilize APL strategies—including bell to bell

- RTI and Tier 2 instruction is built into the schedule and will remain fluid based on student goal setting and growth.

Objective C

Safe, Orderly, and Engaging Environment

Action Steps:

- Doors closed and locked
- PRO on campus
- High expectations for all - teach bell to bell and implement APL strategies
- Code Red, lockdowns, and fire-drills practiced and posted in classrooms
- Fire Drill Staging areas with radios. No one will re-enter the building until all staging areas have been cleared through communication on radios.
- Teachers and administration maintain visibility during class change, recess, cafeteria, and dismissal
- Consistent discipline practices following JCS Discipline policies and Code of Conduct

Goal 2

Improve English Language Arts Achievement Value by 5% -from 54% to 59%-using high-yield instructional strategies to the Meet Standards range for the 2025-2026 school year.

Objective A

Data: iReady / GSA / Use the data to guide instruction and personalized learning.

Action Steps:

- Utilize iReady lessons for intervention
- Grade levels will collect Tier 2 and Tier 3 data for student groupings to target specific needs and meet student goals.
- Intervention blocks will be fluid
- Pupil Support team will meet at the building level for MTSS regarding attendance, Social emotional needs, and behavioral needs.
- Agendas will be kept and interventions documented

Objective B

Core Instruction: Strengthen Core Instruction/ Tier 2 instruction and Tier 3 interventions

Action Steps:

- Provide a guaranteed and viable curriculum where all students have access to grade level instruction-moving to an co-taught inclusion model
- Grade levels will support Tier 1 needs during SMART time.
- Every student will receive a
- Data chats
- PD
 - iReady
 - APL
- Utilize APL strategies / Timer / Wait time
- Science and Social studies will be part of all data chats around ELA and Math i-Ready data chats and will be responsible for supporting all students.
- Utilize informational text across the curriculum at student Lexile level.

Objective C

Intervention: Intervention is strategic, based upon data and fluid.

Action Steps:

- Tier 1 guaranteed viable curriculum
- Tier 2 support with Tier 1 has been built into the schedule with access to all teachers including Science and SS to support core instruction
- Tier 3 will be grouped vertically to have access to content specialists at each grade level-based on i-ready pre-requisite skills
- After School Tutoring

Goal 3

Improve Math Achievement Value by 5%-from 51%-56%- using high-yield instructional strategies to the Meet Standards range for the 2025-2026 school year.

Objective A

Data: Data: iReady / GSA / Use the data to guide instruction and personalized learning.

Action Steps:

- Utilize iReady lessons for intervention
- Grade levels will collect Tier 2 and Tier 3 data for student groupings to target specific needs and meet student goals.

- Intervention blocks will be fluid
- Pupil Support team will meet at the building level for MTSS regarding attendance, Social emotional needs, and behavioral needs.
- Agendas will be kept and interventions documented

Objective B

Core Instruction: Strengthen Core Instruction/ Tier 2 instruction and Tier 3 interventions

Action Steps:

- Provide a guaranteed and viable curriculum where all students have access to grade level instruction-moving to a co-taught inclusion model
- Grade levels will support Tier 1 needs during SMART time.
- Every student will receive a SMART goal notebook to continually set goals, and celebrate growth during SMART time groupings.
- Data chats
- PD
 - iReady
 - APL
- Utilize APL strategies /10:2 / Timer / Wait time/
- Science and Social studies will be part of all data chats around ELA and Math i-Ready data chats and will be responsible for supporting all students.
- Utilize informational text across the curriculum

Objective C

Intervention: Intervention is in place

Action Steps:

- Tier 1 guaranteed viable curriculum support and needs
- Tier 2 support with Tier 1 has been built into the schedule with access to all teachers including Science and SS to support core instruction
- Tier 3 will be grouped vertically to have access to content specialists at each grade level-based on i-ready pre-requisite skills
- After School Tutoring

Goal 4

Improve our Attendance Accountability Measure to 80% from 76.66% during the 2025/2-26 school year.

Objective A

Pupil Support Team meetings each Friday

Secretary will enter and maintain official attendance

MTSS for attendance, behavior, and SEL.

Action Steps:

- Following state legislature with 3, 5, 10 day attendance letters mailed
- All student data, including parent or guardian contact numbers, addresses, and emails, will be inputted accurately and verified to assist in communication and notification.
- All staff members responsible for recording students' absences will be trained in identifying absent students and inputting data within the system.
- PST will collect school data and provide progressive interventions toward success. This will allow a more accurate coding of parent notes and upcoming events.
- Data collection will be consistent throughout the school and county. All data, including excused or unexcused absences, will be monitored daily to identify individual at-risk students and/or data trends in all subgroups.
(Communities in Schools, social workers, counselors, Principals)
- Collection
 - First period will be the accountability period.

Objective B

Communication

Action Steps:

- Use a newsletter for weekly and monthly updates to staff and families.
- Once the students have been noted. Assigned staff will make meaningful contact with guardians and students to identify barriers or other issues hindering attendance. The interaction will be documented on the excel shared drive and student profile in WVEIS under the Intervention Tab.
- A letter from the Jackson County Board of Education will be sent out in September if a student has reached 3 or more absent days. The letter will reinforce the importance of attendance and ways to encourage families to

prepare students for school. The letter will initiate conversations between schools and families concerning attendance.

- Once a student reaches five or more unexcused absences, the attendance director will generate letters and send the letters to the individual school administrator to be reviewed and mailed out. In partnership with the communication from the school, students in grades seven thru 11 will be contacted and contracted by the Jackson County Probation Officer.
- Parents and community stakeholders will be able to identify the difference between Truancy and Chronic Absenteeism. Guardians must understand that every day counts and that even two days missed a month can lead to significant learning loss and a lack of social and academic engagement.
- Not Perfect Attendance, But Positive Attendance, must be recognized; as students that attend school faithfully. Educators will make real-world connections. Discussions will focus on showing up, engaging in activities, and social interaction. These skills must be highlighted as necessary and beneficial skills for future success.
- Incentives/Rewards

Goal 5

Cultivate a workplace environment where professional growth is a priority to strengthen employees' belonging and impact.

Objective A

Instructional Leadership

Action Steps:

- Walkthroughs—provide feedback-more upper admin visitations and collected evidence
- Vertical and horizontal teaming opportunities occur on a weekly basis let by Team Leader and agenda is requested
- Teams
 - PBIS

- Curriculum/Leadership
- Discipline
- Technology

Objective B

Professional Development

Action Steps:

- Meaningful PD
- Teacher-led PD
- Growth producing feedback from admin on walk-throughs

Objective C

Staff, Family, and Community Relationships

Action Steps:

- Use a newsletter for weekly and monthly updates to staff and families
- Continue with Shout Out Board
- Canvas access for parents
- Continue posting on platforms including FB / Canvas / Message System
- Parent / Teacher Contact