

RAVENSWOOD GRADE SCHOOL

F.O.C.U.S. PLAN

2025-2026



**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	RvGS	COUNTY	STATE
ELA Achievement Value	58.89%	61.82%	56.11%
MATH Achievement Value	66.24%	57.34%	50.86%
ELA Progress Value	61.11%	49.36%	45.65%
MATH Progress Value	63.19%	40.55%	39.38%
Attendance	77.35%	79.38%	76.47%
Discipline	97.1%	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 as well as shared values and beliefs about teaching and learning.

Objective A

Shared Beliefs and Values

Action Steps:

1. Vision and Mission Statements are posted and are stated daily as a school during the morning assembly.
2. RGS hosts an Open House, Beginning of Year Brochures and the School Website to communicate high expectations for success.
3. Data Notebooks, utilization of planners, class Dojo/Texts, School Website, Class Newsletters, Parent Call Logs and the syllabus are maintained and communicate a purpose that commits to high expectations.
4. RGS believes in recognition of its students and commits to high expectations through the use of the PBIS system, Grade Level Attendance Competition, i-Ready Scoreboards, Make your Mark Wall, Student of the Month, Friday Announcements Recognition, School Store for Academic success and Attendance.

Objective B

High Expectations for All

Action Steps:

1. Ravenswood Grade School commits to high expectations for success through the utilization of Goal Setting, Attendance, Teacher /Student Data Conferences, Parent Conferences and Positive Notes Home
2. School Volunteers/Read Aloud, Scholastic News, Reading Logs, Weekly Newsletters and School Post Office.
3. Posted Expectations, Schoolwide Theme,
4. PBIS Monthly Celebrations, School Store, Lunch With Teacher
5. Academic Gala, STEAM, Social Studies Fair and Science Fair
6. APL Strategies and iReady Data

Objective C

Safe, Orderly and Engaging Environment

Action Steps:

1. Teacher led Teach To and Re-teaches for unacceptable behavior and Classroom School Norms.
2. APL Strategies
3. Safety Drills (Code Red, Fire Drill, Tornado Drill)
4. PBIS Incentives
5. Technology Tools, Slack Application for staff communication and substitute file stored in the classroom and front office.
6. Volunteer Background Check
7. Safe Schools Trainings
8. Locked Doors
9. TCIS De-escalation
10. Visitor Entry Safety

Goal 2

Improve English Language Arts Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2025-26 school year.

Objective A

Data

Action Steps:

1. RGS will utilize iReady Diagnostics and benchmarks, Data Collection, Create Walk to Groups based on deficiencies, Core Standard Skills and Pre/Post Tests
2. MClass
3. Vocabulary Acquisitions
4. Phonics Screeners for Group on specific skills
5. WVGSA to make Groups and Gala Participation
6. Peer Critiques Journaling, Short Response Essay Writing and Bellringers/Skill Builders
7. AR points tracking

Objective B

Core Instruction

Action Steps:

1. Intervention Groups based on skill deficits
2. Intervention during Core Instruction
3. Weekly Assessments, Classroom Assignments and Graphic Organizers
4. Bell Ringers, Anchor Charts and Word Walls
5. Vocabulary Acquisition
6. Interactive Notebooks
7. Writing Responses, Novel studies and literature circles

Objective C

Intervention

Action Steps:

1. STEAM and Upper Level Groups for enrichment
2. Leveled Groups according to iReady Data, WVGSA, and other data collected
3. Post/Pre Test
4. Vocabulary Development and Grammar/Sentence Structure Practices
5. Individualized skill practice
6. Response to complex Text
7. M Class
8. SRA
9. "Words your Way" supplementary program
10. Morphology
11. After School Tutoring

Goal 3

Improve Math Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2025-26 school year.

Objective A

Data

Action Steps:

1. Benchmark Data from Beginning, Middle and End of Year
2. iReady Path Check ins
3. iReady Classroom Scoreboards
4. Pre/Post Test and Intervention Reports
5. Bellringers
6. Data Notebooks and Conferences with Parents and Students
7. Fact Fluency Trackers

Objective B

Core Instruction

Action Steps:

1. APL Strategies
2. Bell Ringers, iReady/iReady Math and Intensive Practice of Skills
3. Interactive Notebooks
4. Skill Specific Groups
5. Pre/Post Tests
6. Data Notebooks and Conferences with Parents and Students
7. Entrance/Exit Tickets

Objective C

Intervention

Action Steps:

1. STEAM
2. After School tutoring
3. Intervention groups Based on Skill Deficits
4. Saxon Math
5. iReady Individual Instruction
6. Intensive Practice
7. Pre/Post test

Goal 4

Improve Attendance Accountability Measure for the 2025-26 school year.

Objective A

Accuracy

Action Steps:

1. QR Code for Dr. Excuses
2. Data Notebook Attendance Sheet
3. Daily Attendance Sheets to record Attendance
4. Sign in/out Sheets

5. Parent Contact
6. Attendance Awards and 9 week Attendance Graphs
7. Lunch Bunch and Dance Parties
8. Parent communication when absent on the 2nd consecutive day.

Objective B

Communication

Action Steps:

1. Student Planners
2. Data Notebooks
3. Parental Phone Contact
4. Attendance Letters
5. Class Dojo Contact
6. Principal Contact
7. Slack for teacher communication

Goal 5

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

Objective A

Instructional Leadership

Action Steps:

1. Faculty Senate
2. Leadership Team, Curriculum Team
3. 1 book 1 school
4. Summer Symposium
5. PLC
6. Professional Committees within school (Moral, AR and Student recognition)
7. Pacing Guides
8. Staff Development/Higher Education Opportunities

Objective B

Professional Development

Action Steps:

1. TCIS
2. Book Studies
3. Safe Schools
4. Suicide Training
5. Grooming
6. Cyber Bullying
7. Reading Seminars and Symposiums
8. Writing Strategies
9. Science of Reading
10. INVEST
11. Mandatory Reporting
12. County Sponsored Professional Development

Objective C

Staff, Family, and Community Relationships

Action Steps:

1. Open House
2. Family Reading Nights, Classroom Newsletters and Read Aloud
3. LSIC
4. Academic Gala
5. Boosters/PTO
6. One Book One School, Games/Books Nights and the Book Fair
7. Staff Morale Scavenger Hunts
8. Science/Social Studies Fair
9. Step Up Day