RIPLEY
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

WHERE WE ARE - 2026

INDICATOR	RiMS	STATE Middle Schools
ELA Achievement Value	57.72	56.59
MATH Achievement Value	54.55	51.70
ELA Progress Value	37.70	41.13
MATH Progress Value	43.36	42.44
Attendance	21.34	22.06
Discipline	93.88	94.27 STATE

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:

- VIKING'S Way - The VIKINGS' Way PBIS Handbook
- All students, including students with disabilities are the collective responsibility of the entire school.
- Character Education Lessons
    - Sensitivity educational lessons
- Natural Helper Group
- Syllabi provided on paper and posted to Canvas by teachers
- Mission Statement and Goals posted on School Webpage
- Clubs/Groups
    - Honor Society
    - Student Government
    - YANA
    - Teens for Christ
    - Fellowship Teens
    - Yearbook
    - Viking Voices

Objective B
High Expectations for All

Action Steps:

- VIKING'S Way - The VIKINGS' Way PBIS Handbook
- Data collection will be consistent throughout the school and county. All data, including excused or unexcused absences, tardies will be monitored daily to identify individual at-risk students and/or data trends in all subgroups.

    - (Communities in Schools, Counselors, Principals)
- Teachers will provide meaningful, rigorous instruction with a variety of formative and summative assessments to measure student mastery of content.
- PBIS Activities - Rewards for good behavior/attendance.
- Subgroup required to maintain grade level expectations at their ability level.

Objective C
Safe, Orderly and Engaging Environment

Action Steps:

- VIKING'S Way - The VIKINGS' Way PBIS Handbook
- 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 are responsible for recording students' absences. Support staff will be trained in identifying absent students and inputting data within the system.

- All supporting staff responsible for collecting school data will be trained in the state absenteeism codes. This will allow a more accurate coding of parent notes and upcoming events.
- Use of delay schedules on diagnostic days/special activity days (regular schedule, early dismissal, 2 hour delay, 3 hour delay)

- Ripley City Police/Jackson County Sheriff Department presence weekly and as needed

- Shield Program

- Classroom doors are closed and locked

- Visitors must enter and sign in through the front office and wear a yellow identification tag.

- Fire drill, code red, and weather related safety drills practiced throughout the year

Goal 2

Improve English Language Arts Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2026-27 school year.

Objective A
Data: Provide Personalized Learning Instruction: ELA tutoring, Individual iReady Lessons, Literacy/Writing Initiative, Accelerated Reader

Action Steps:

1. ELA Tutoring: offered to students starting at mid-term of the first 9 weeks.
2. Viking Period: workroom opportunities for students
3. Forge:
    a. Students who are on the cusp of meeting grade level expectations will be grouped strategically to work on bridging the gap between their current placement and grade level expectations.
    b. The Academic Coordinator will assist in creating groups that are targeted for specific skills.
    c. The Academic Coordinator will work with teachers to implement evidence based strategies.
    d. Students who are on or above grade level will be in groups that provide Forge opportunities.
4. Intervention: Based on iReady Reading diagnostic scores, students will be placed in ELA intervention.
    a. Progress will be monitored and adjustments made based on each diagnostic (Intervention).
    b. The Academic Coordinator will assist in creating intervention groups.
    c. The Academic Coordinator will work with teachers to maximize instruction for students in intervention.
5. Literacy/Writing Initiative: Within core subjects, students will annotate content specific articles and write five-paragraph essays/RACE responses at least once each semester. Teachers in Math, Science, Social Studies, and Related Arts will also complete literacy tasks in their classrooms during a set week per semester.

    a. ELA teachers will keep a data notebook that tracks the progress of three students. These samples will include work from a student who is working below average, on grade level, and above average.

b. The Academic Coordinator will work with teachers to ensure they are following the plan created at the school level.

c. The Academic Coordinator will work with teachers who need additional training or support with this initiative.

6. Accelerated Reader: ELA teachers will set a goal for their class each grading period. The criteria may be different for each grade level at RMS and Tier 4 classes may have an elevated goal.

7. iReady Personalized Online Instruction: All students will have a goal of passing 2 lessons per week.

Objective B

Core Instruction: Strengthen the delivery and continuity of core instruction

Action Steps:

1. Departmental Meetings - Conduct monthly department meetings where teachers deconstruct ELA content standards, identify ELA power standards, develop a vertical school-wide curriculum map, establish a data-driven model where teachers develop rubrics, and/or discuss how they utilize intervention time. During these meetings teachers also have the time to collaborate with their department to share strategies, practices, and programs they use in their classrooms.
2. iReady Benchmarks - 3 times per year.

3. Forge:
    a. Specific grade level content standards
5. High Yield Strategies (APL)
    a. Check for Understanding
    b. Wait Time
    c. Interaction Sequence
6. Professional Development:
    a. iReady Training
    b. PLC: monthly
    c. APL
    d. McGraw Hill StudySync
    e. MiWrite
    f. Newsela
    g. Write on with Cambi
    H. co-teach training
7. ELA iReady lessons
    a. iReady Personalized Online Instruction: All students will have a goal of passing 2 lessons per week. Students will complete individualized iReady lessons based

on their needs. This is individualized through the program based on their diagnostic scores.
    b. Teachers may assign lessons for students to complete or complete teacher-led lessons with the class to teacher strategies.
    c. Weekly IXL lessons will be required for students who have tested out of the iReady program.

Objective C

Intervention: Intervention classes will be offered in an effort to move students to grade level.

Action Steps:

1. ELA Intervention/Forge Class: Based on iReady scores, students will be placed in an ELA skills class for one of their related arts electives.
    a. Progress will be monitored and adjustments made based on each diagnostic (Intervention).
    b. The Academic Coordinator will assist in creating intervention groups.
    c. The Academic Coordinator will work with teachers to maximize instruction for students in intervention.
    d. Core/Subgroup will be a part of intervention
2. Tutoring: offered to students weekly, beginning mid-term of the first 9 weeks.
3. Assigning on grade level ELA iReady lessons, as needed

Goal 3

Improve Math Accountability Measure by using high yield instructional strategies to Meet Standards range for the 2026-27 school year.

Objective A

Data - Provide Personalized Learning Description: Math tutoring, WVTSS, Forge, Viking Period, Individual iReady Lessons, Ready Math Curriculum, All Things Algebra, GSA MOY Benchmark

Action Steps:

1. Viking Period - workroom opportunities for students
2. Forge - based on GSA/iReady Diagnostic, students will enhance grade level skills.
3. Personalized Data Chats- Teacher individually conferences with students to discuss iReady Diagnostic performance. Scores are graphed and goals are set after BOY and MOY benchmark tests.
    a. MOY GSA Benchmark - students view longitudinal data.
4. iReady Personalized Online Instruction: All students will have a goal of passing 2 lessons per week.

5. Math Tutoring - offered to students weekly beginning mid-term of the first 9 weeks.

Objective B

Core Instruction - Strengthen the delivery and continuity of core instruction.

Action Steps:

1. Vertical Planning through Departmental Meetings - Conduct monthly department meetings where teachers deconstruct Math content standards, identify Math power standards, develop a vertical school-wide curriculum map, establish a data-driven model where teachers develop rubrics, and/or discuss how they utilize intervention time. During these meetings teachers also have the time to collaborate with their department to share strategies, practices, and programs they use in their classrooms.
2. Utilize Viking Period, Forge and WVTSS (intervention) time.
3. Enrichment
    a. Math Field Day
    b. Tier 4 (6th and 7th Grade) and Algebra 1 (8th Grade)
    c. Aviation Class - Partnering with Marshall and Yeager Airport
    d. Gifted service
4. High Yield Strategies (APL)
    a. Co-Teaching
    b. Stations

    c. Check For Understanding- Shoulder Partners
    d. Wait Time- Wait Time Extended
    e. Interaction Sequence
5. Professional Development
    a. iReady training - Ready Math and iReady
    b. PLC's - Monthly
    c. APL
    d. Educational Systems Solutions Incorporated (ESSI)
        i. Contracted with this group to provide professional development in the areas of co-teaching training and support, station training, special education and admin support, data dives
6. Math iReady lessons
    a. iReady Personalized Online Instruction: All students will have a goal of passing 2 lessons per week. Students will complete individualized iReady lessons based on their needs. This is individualized through the program based on their diagnostic scores.
    b. Teachers may assign lessons for students to complete or complete teacher-led lessons with the class to teach strategies.
    c. Weekly IXL lessons will be required for students who have tested out of the iReady program.

Objective C

Intervention - Intervention classes will be offered in an effort to move students to grade level.

Action Steps:

1. Math Intervention class - Based on iReady and/or GSA proficiency, students will be placed in math skills class for one of their electives
    a. Progress will be monitored and adjustments made based on each diagnostic (Intervention).
    b. The Academic Coordinator will assist in creating intervention groups.
    c. The Academic Coordinator will work with teachers to maximize instruction for students in intervention. This includes providing evidence-based strategies
2. Math Tutoring - offered to students weekly beginning mid-term of the first 9 weeks.

Goal 4

Improve Attendance Accountability Measure for the 2026-27 school year.

Objective A
Accuracy

Action Steps:

1. All student data, including parent or guardian contact numbers, addresses, and emails, will be inputted accurately and verified to assist in communication and notification.

2. All staff members responsible for recording students' absences will be trained in identifying absent students and inputting data within the system.

3. All supporting staff responsible for collecting school data will be trained in the state absenteeism codes. This will allow a more accurate coding of parent notes and upcoming events.

4. 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.
    a. Communities in Schools, Social Workers, Counselors, Principals

5. Collection of Attendance:
    a. Ripley Middle School will use Homeroom as our accountability period by homeroom teachers for daily attendance. Absences will be sent to the front office where the secretary will enter absences into WVEIS.
    b. The sign in and sign out sheet will be reconciled each evening to make changes to half and whole day absences.
    c. Per 4110 students will need to turn in notes for absences within three school days of their return to school. These will be dated by the homeroom teacher and recorded by the secretary.

Objective B
Communication

Action Steps:

1. A letter from the Jackson County Board of Education will be sent out beginning 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.

2. 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 7th - 11th will be contacted and contracted by the Jackson County Probation Officer.

3. 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. Consistent attendance is important for all student progress especially within our CSI subgroup.

4. 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.
    a. <u>Incentives</u>
        i. **Monthly** - Grade Level Recognition at Grade Level Assemblies
        ii. **9 weeks** - Students will receive an incentive (teacher approved homework pass) for positive attendance (2 or less total absences).
        iii. **Semester**- 100% attendance reward
    b. <u>Intervention</u>
        i. School personnel will contact parents/guardians after every five unexcused absences.
        ii. CIS stays in contact with students who have chronic absenteeism.
        iii. Jackson County School Probation Officer will work with students when needs persist with attendance.

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. Teachers will engage in curriculum building and development meetings at the beginning and end of each school year.
2. Math and ELA teachers will engage in, a minimum of, quarterly departmental meetings for collaboration purposes.
3. The Academic Coordinator will work with individual teachers, grade level and vertical teams to promote evidence-based strategies, identify staff needs, provide coaching, and coordinate professional development and relevant student subgroups.
4. Staff members are provided the opportunity to be included in the textbook selection process.
5. Faculty members on the hiring committee are included in the interview process and will recommend an applicant for hiring to the school principal.

Teams

- Curriculum team
- Grade level teams
- PBIS Committee
- Hiring committee
- Textbook committee
- Content teams
- Faculty Senate
- CSI Leadership Team

Objective B
Professional Development

Action Steps:

1. Teachers will be provided with relevant and meaningful professional development opportunities within their content area.

2. Teachers who have participated in relevant and meaningful professional development sessions will be provided the opportunity to share their acquired knowledge and methods with staff.
3. Teachers will have input in the types of professional development opportunities provided through the use of survey methods.

Objective C

Staff, Family, and Community Relationships

Action Steps:

1. Parents will be provided with directions on how to use the appropriate educational platform so that they may access student grades, view class assignments and materials, and communicate effectively with their student's teachers.
2. Students will be provided training on the appropriate educational platform, to a mastery level, on how to view grades, view class assignments and materials, and how to communicate effectively with their teachers.
3. Students and parents will be provided with a paper and/or an online copy of each class syllabus.
4. Teachers will communicate student progress/grades in a timely manner. i.e. student work is graded quickly and posted on the appropriate educational platform.
5. Students and parents will receive midterm progress reports.
6. Teachers will promptly reply to communications from students and parents.
7. Parents will be informed, by letter or phone, when their student is having behavior issues.
8. Parent/Family Engagement Nights will be held throughout the school year.

Informing parents

- Canvas
- RMS Text/Calling System
- Website
- Mailings
- Parent/Teacher Conferences
- Handouts
- Open House
- IEP/504 meetings
- Facebook