

Rivers Edge High School - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

In partnership with Project-Based Learning and school culture coaches, by June 2025, Students identified as credit deficient in ELA will earn at least 1.5 ELA credits, reducing credit deficiency from 95% to 30% of students.

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
ELA Credit Retrieval Equity Group Low Income English Language Learners All	Students who are credit-deficient in ELA will have an opportunity to participate in at least one PBL experience that incorporates ELA grade-level standards. We will increase the number of students accessing enrichment and/or intervention opportunities to earn additional credits.	Student grade data, 9th graders on track to graduate, MLL students on grade-level ELA standard.	Start: End: Short-Term Goal: Student data will be collected each trimester and analyzed to identify the number of credits students engaged in Project-Based Learning tasks have earned. This will allow us to identify the number of students and adjust our instruction to meet this goal. Long Term Goal: We will determine how many of our students are able to demonstrate proficiency while completing PBL projects. The number of students who are credit deficient in ELA will decrease.

2024-2025 SMARTIE Goal #2

In partnership with Project-Based Learning and school culture coaches, by June 2025, students identified as credit deficient in math will earn at least 1.0 math credits, reducing Math credit deficiency from 95% to 30% of students.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Math Credit retrieval Low Income All English Language Learners Equity Group	All students who are credit deficient in mathematics will have an opportunity to participate in at least one PBL experience that incorporates Math grade-level standards. Increase the number of students accessing enrichment and/or intervention opportunities to earn additional credits.	Student course grades, student transcript data.	Start: End: Short-Term Goal: Student data will be collected each trimester and analyzed to identify the number of credits students engaged in Project-Based Learning tasks have earned. This will allow us to identify the number of students and adjust our instruction to meet this goal. Long Term Goal: We will determine how many of our students are able to demonstrate proficiency while completing PBL projects. The number of students who are credit deficient in math will decrease.

2024-2025 SMARTIE Goal #3

Through the implementation of MTSS and with the support of mental health professionals, all students will attend more regularly, moving from an average of 5 to less than 2 excused or unexcused absences per month.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Reduction of absences for all students. All	We will foster a family/home school connection through inviting families to attend evening outreach	Attendance data, family and student survey data.	Start: End:

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
	events focused on supporting their children's success and wellness. Mentoring, tutoring, etc to support students		Short Term: The number of students who are chronically absent will decrease. Long Term: The number of students who are credit deficient will decrease.
We will foster a family/home school connection through inviting families to attend evening outreach events focused on supporting their children's success and wellness. All	Hold a project-focused, back-to-school Carnival event featuring carnival games created by students in the first week of school. Invite parents and families to attend Parent-Teacher conferences along with the annual fall Title 1 meeting. Invite parents and families for a "strengths-based practices" evening to talk about the merits and strengths of their students, and how to use those strengths to assure flourishing student lives.	Student Attendance. More students attending class regularly allows us to make a positive difference in their lives and success.	Start: 09/03/2024 End: 06/06/2025 Attendance is monitored weekly.