

Our Direction

Lucy Ragsdale High

Date of Report: 8/20/2024

Vision:

Ragsdale High School is committed to working together for the success of all of our students so that they will graduate as responsible citizens, career and college ready.

Values:

DIVERSITY - We are committed to creating an educational environment where a variety of persons and perspectives are welcome. We are committed to providing an environment where students and staff from all cultures and backgrounds may succeed.

EMPATHY - We are committed to developing a culture where our staff and students identify with and understand the feelings of those around them.

EQUITY - We are committed to creating an equitable and inclusive school where adults take ownership for student learning outcomes and make sure students have what they need to succeed in school and in life. We will acknowledge and dismantle systems, processes and mindsets that perpetuate race, poverty, disability and English language status as predictors of achievement. We will align resources to create equitable opportunities for students and employees. We will eradicate achievement gaps.

INNOVATION - We are committed to fostering a work environment where the goal is not to manage innovations, but to become innovative. Problems are identified, adults in the school assume ownership of the problems, and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions are found, and clear and compelling goals are established.

INTEGRITY - We are committed to creating a school that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and treating everyone with respect.

Mission:

The staff of Ragsdale High School is committed to contributing in a positive way to the district strategic priorities: raise student achievement; maintain a safe and orderly environment, increase community involvement; hire and retain quality teachers, administrators, and staff; operate effectively and efficiently. We chose to focus on raising achievement, maintaining a safe environment, and expanding service learning and character education.

Goals:

- By June 30, 2025, Ragsdale High School will increase the performance composite from 32.9% to a minimum of 35.9% as evidenced by the English II, Math I, Math III, and Biology End of Course Assessments.

Performance Measure(s)

Performance Indicator: Biology		
Data Source: NCDPI Score Reports	Baseline Year: 2021	Baseline: 45.7%
Target Date: 2022	Target: 50.7%	Actual: 41.5%
Target Date: 2023	Target: 45%	Actual: 39.3%
Target Date: 2024	Target: 44.3%	Actual: 26.5%
Target Date: 2025	Target: 29.5%	Actual:

Performance Indicator: English II		
Data Source: NCDPI Score Reports	Baseline Year: 2021	Baseline: 56.9%
Target Date: 2022	Target: 61.9%	Actual: 55.1%
Target Date: 2023	Target: 60%	Actual: 50.8%
Target Date: 2024	Target: 55.8%	Actual: 43.8%
Target Date: 2025	Target: 47.8%	Actual:

Performance Indicator: Math 1		
Data Source: NCDPI Score Reports	Baseline Year: 2021	Baseline: 3%
Target Date: 2022	Target: 8%	Actual: 13.5%

Target Date: 2023	Target: 18.1%	Actual: 18.1%
Target Date: 2024	Target: 18.1%	Actual: 14.1%
Target Date: 2025	Target: 17.1%	Actual:

Performance Indicator: Math III		
Data Source: NCDPI Score Reports	Baseline Year: 2021	Baseline: 30.4%
Target Date: 2022	Target: 35.4%	Actual: 45.3%
Target Date: 2023	Target: 40%	Actual: 38.9%
Target Date: 2024	Target: 43.9%	Actual: 41.1%
Target Date: 2025	Target: 44.1%	Actual:

- By June 30, 2025, Ragsdale will decrease chronic student absences (10% or more of days enrolled) by 3% from 34.1% in 2023-2024 to 31.1% in 2024-2025.

Performance Measure(s)

Performance Indicator: Chronic Absence Report		
Data Source: Powerschool	Baseline Year: 2023	Baseline: 26.5%
Target Date: 2024	Target: 21.5%	Actual: 34.1%
Target Date: 2025	Target: 31.1%	Actual:

Performance Indicator: Monthly average daily attendance reports.		
Data Source: PowerSchool	Baseline Year: 2020-21	Baseline: 89%
Target Date: 2023	Target: 90%	Actual: 91%

- By June 30, 2025, Ragsdale will increase overall high school Math I proficiency by at least 3% from 14.1% in 2023-2024 to 17.1% in 2024-2025.

Performance Measure(s)

Performance Indicator: Math 1		
Data Source: NCDPI Score Reports	Baseline Year: 2023	Baseline: 18.1%
Target Date: 2024	Target: 21.1%	Actual: 14.1%
Target Date: 2025	Target: 17.1%	Actual:

- By June 30, 2025, Ragsdale will reduce the number of lost instructional days resulting from discipline referrals by 10% from 234 in 2023-2024 to 211 in 2024-2025 as evidenced by out of school suspensions, by incident.

Performance Measure(s)

Performance Indicator: Out of school suspensions will decrease by 10% from 136 to 123		
Data Source: Powerschool	Baseline Year: 2023	Baseline: 136
Target Date: 2024	Target: 123	Actual: 234
Target Date: 2025	Target: 234	Actual: 211

Performance Indicator: Out of school suspensions will decrease by 10% from 188 to 170.		
Data Source: PowerSchool	Baseline Year: 2019	Baseline: 188
Target Date: 2023	Target: 155	Actual: 136

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Based on analysis of 2018-2019 student performance and discipline data, we adjusted the five goals for the 2019-2020 school year. We also refined the action steps for our priority indicators. Due to the interrupted school year in Spring of 2020, and the lack of new data, we have continued with the same goals for 2020-2021.

Student Outcome Data:

<https://ncreportcards.ondemand.sas.com/src/school?school=410529&year=2019&lng=en>

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

The School Improvement Team will continue to work on the selected indicators for the 2023-2024 school year. Action steps have been refined and some new ones added. Progress will continue to be monitored monthly.

Selected Indicators:

Practice 1A: Prioritize improvement and communicate its urgency

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Practice 1B: Monitor short-and long-term goals

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Practice 2A: Recruit, develop, retain, and sustain talent

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

Practice 2B: Target professional learning opportunities

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Practice 3A: Diagnose and respond to student learning needs

A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

Practice 3B: Provide rigorous evidence-based instruction

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Practice 3C: Remove barriers and provide opportunities

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Practice 4A: Build a strong community intensely focused on student learning

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

Practice 4C: Engage students and families in pursuing education goals

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)