

Duval County Public Schools

William M. Raines High School



2015-16 School Improvement Plan

William M. Raines High School

3663 RAINES AVE, Jacksonville, FL 32209

<http://www.duvalschools.org/wmrh>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	D	D	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The shared vision for William M. Raines Senior High School is shared by a belief that each student is unique. As a member of a caring community of lifelong learners, each student will be able to identify, prepare for, and realize his/her unique potential. The focus on the individual's journey toward self-discovery will lead to a successful transition to the adult world and the global community.

Provide the school's vision statement

The faculty and staff of William M. Raines Senior High School are committed to:
Students' academic needs will be met through data analysis and standards-based instruction.
The educational environment will be safe and secure and will support student achievement.
Each student is a valued individual with unique physical, social, emotional, and intellectual strengths and needs who can meet the expected standards.
A variety of instructional methods and assessments, including technology integration, will be used to meet the needs of the students.
Students will master the critical knowledge and skills necessary to become self-directed, lifelong learners.
All stakeholders share a common vision of students' achievement.
Ongoing and data-driven professional development is essential for our teachers and staff to meet the needs of students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The Raines School maintains constant and consistent communication with her feeder schools. This allows for teachers to conduct personal student surveys and extensive data chats to encourage positive relationships. This data is used to determine learning styles and effective instructional strategies for student development. In addition, faculty and staff canvass the community of its students meeting parents and guardians. The event centers on providing information regarding the resources and tutorials afforded through the school and district for parental engagement.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Raines School provides supervision before and after school. Students follow along a path from bus loading zone or parent drop off inclusive of adults greeting them. This includes chants and pep songs led by City Year along the path. Then, their final destination includes the cafeteria (breakfast) or gymnasium with other supervising adults. Students are held in these locations until the first bell rings. The afternoon follows a similar path. Students are escorted to the bus loading zone or parent pick-up in front of the school. Teachers stand at their doors and follow students to an area to ensure they depart the campus or go to assigned activity location. Security and administrators are in each area of dismissal and communicate the movement of students. Then once all buses are departed security and administrators do a final sweep of all hallways. The school resource officer remains at the front of the school to ensure car riders depart safely.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPs is an initiative in each classroom at The Raines School. Each class activity has clear set expectations and given roles for each student. If a student goes against the rules each teacher has a step by step approach to discipline within the classroom. Classroom activities are designed to be engaging allowing for students to demonstrate understanding through various checks and discourse among groupings. Accountable talk is encouraged and given as participation points in each class. The school also has a system in place called ICARE. This is the opportunity for faculty and staff to make positive and growth phone calls to stakeholders. Raines is implementing HERO a school-wide positive behavioral intervention system. Students will gain points in the classroom and hallways for exhibiting positive behaviors expected of a Raines student.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Raines School is a full support school. The on-campus services include full-time nurse technician, Daniel Memorial, Communities in School, and Raines Nation Partnership. In addition, there is a full-time mental health therapist housed in the school to meet the needs of students. These entities come along side a fully staffed Guidance Department with 3 professional school counselors, assistant principal of curriculum, and 2 additional staff persons. Each year an academic initiative is installed to target bottom quartile and at-risk students through teacher mentorship.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school identifies the at-risk population. This population is determined by FCAT/FSA levels, behavior, and attendance. School also identifies its overage population and maintains records of their performance. The school also monitors student Lexile levels for proper placement in English, reading, and science courses.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	93	100	106	60	359

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The at-risk population receives special invitation and communication regarding after-school and Saturday School tutorials. They also are assigned a mentor from the faculty or corresponding community agencies on-campus. Teachers maintain a list of at-risk students and provide interventions and accommodations if necessary to properly instruct. At the ninth grade level these students are targeted by the City Year Corps for intervention.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

See Parental Involvement Plan

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Raines School engages community support by allowing full participation in SAC, PTSA, and sponsored activities. The school hosts community events such as Amazing RACE and alumni dinners to encourage financial and human capital support. In addition, athletic events are used to heavily advertise and request resources for student achievement. Sports organizations work to solicit assistance from local businesses to offset the costs of necessities such as food and equipment. Raines provides opportunities for volunteers to assist with adult supervision and mentoring from the opening to close of each school day. The school maintains a positive relationship with organizations such as Save Our Sons which provides presence and fosters partnerships with churches and non-profit organizations for support.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hall, Vincent	Principal
Simmons, Timothy	Assistant Principal
Williams, Ronnie	Assistant Principal
Ellis, Brian	Assistant Principal
Porter, Janelle	Instructional Coach
Crowe, Megan	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal/Assistant Principals, Academic/Instructional Coaches, Guidance counselors, technology specialist, interventionist, and graduation coach. The school has the FOCUS team which consists of the administrators, instructional coaches, interventionist, and ESE Lead that review data from each area detailing the percentage of targeted students' performance and next steps. The leadership team which consists of administrators, instructional coaches, department leads, testing coordinator, and academic guidance personnel meet to focus on student achievement, school data, trends, school improvement plan, professional development, and school problems and solutions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

After meeting with the leadership team, department and PLC teams meet to discuss the issues and needs of the academic program. The team meets to discuss next steps

William M. Raines High School uses federal, state, and local services to create a Parent Resource Center on site, with a focus on parent training in curriculum, use of computer systems such as OnCourse, continuing education opportunities, as well as volunteer opportunities. The guidance department coordinates parent

meetings, collaboration with parents/guardians in creation of IEPs, and methods to inform parents on their rights and assistance in tracking student progress. Duval Connect (School Messenger) is used to contact parents with important information, and mailers are sent to each parent-teacher/guidance/administration function on our campus. After school programs are offered 4 days per week through federal and state funding, and Saturday School is offered approximately five times per semester, using federal, state, and local funds.

Career and Technical education needs are addressed through our STEM program, which offers job certifications as part of the curriculum. In-class links to real world application also occur across the curriculum to support career education ideals in our benchmarks. Communities in Schools also offer services to students via teacher and administrator recommendation. William M. Raines High School partners with the DCPS Homeless Education Program to ensure equality of educational access for all students. Truancy officer, Community in Schools, and our professional school counselors refer students in need to Full Service programs housed at Jean Ribault High School.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julius Payton	Business/Community
Vincent Hall	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC reviewed last year's school improvement plan before submission. They were also provided a mid-year review of the goals. However, each meeting included a data presentation concerning student growth and achievement on various quarterly assessments. SAC committee was given an opportunity to ask questions about common core and student progression.

Development of this school improvement plan

The school's SAC will review the initial plan and have an opportunity to read, discuss and offer suggestions to the plan during the course of the school year. The plan has been explained as a fluid document with opportunities of evaluation and change.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC will expend 2500.00 for student incentives and 2500.00 for student assessments.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Porter, Janelle	Instructional Coach
Crowe, Megan	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Literacy Team meets monthly to brainstorm ways to embed literacy strategies in every classroom as well as assess how previous strategies have worked for our students. The Literacy team also utilizes full staff meeting times and school-wide technological communication to introduce and clarify reading strategies to be used school-wide. The Literacy Team organizes literacy week and other activities to support reading.

School-wide reading strategies, reading across the curriculum; Reader Response Activities; 25-book challenge; increasing the use of classroom libraries through teacher book talks; Informational reading via the internet, book blogs, reading to elementary students and wikis.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each department has the same common planning each day. Teachers work collaboratively with an instructional coach and administrator to analyze data and create engaging lesson plans. New teachers have mentors and buddy teachers to assist with completing daily tasks.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Provide mentors for new teachers and continued support for highly qualified teachers through on-going professional development. The professional development facilitator, administrators, instructional coaches, and mentor teacher will be responsible.

Provide time for teachers meeting times during and after-school to discuss effective instructional strategies, lesson design, best practices, pedagogy, and literacy strategies with teachers of the same subject.

Instructional Coaches, and administrators responsible.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our New Viking Teacher Mentoring program consists of 17 teachers. 7 first year, 7 second year, and 3 third year. Each member is required to meet twice per month to touch base and report out with their mentors, as well as to receive pd on an identified need. (i.e. pulling and analyzing student data). Because members progress at different rates and have different needs, they are differentiated amongst based on their years in the MINT program. Novice teachers engage in basic teacher training while our veteran teachers meet with their mentors to discuss focus observations and future meetings. Either way, our meeting time is a way to ensure teachers touch base with one another and discuss their progress towards program completion. During the Fall months, we host meet and greets as well as new teacher reception to welcome our new Vikings to our family. In the Winter, we will partake in holiday festivities as well as stepping out in the Spring during the month of March.

Mentors are paired with their mentees primarily based on their availability and willingness to mentor. Teachers who require the most support are paired with teachers who have the most flexibility. Those who require less, are paired with the teachers who would prefer doing less. Because of some teachers' unwillingness to mentor, although they are CET trained, we sometimes have to assign mentors up to two mentees. Additionally, because all parties must be on the same page in order to collaborate effectively, we also consider personalities when assigning teachers a mentor/mentee. If we find that the mentor/mentee are not a good fit, we do not hesitate to make an adjustment.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Raines School trains all faculty and instructional staff on unpacking standards. The Principal meets with each lead and ensures the resources are aligned with the state standards. The Instructional Leadership Team meets on a bi-weekly basis and the leads reports what is transpiring in the department.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses exit slip and informal data to drive instruction. PLCs meet weekly and review data and make adjustments for remediation and scaffolding. Students are grouped based upon consistent performance and participation on assessments. Participation is monitored by clipboard cruising and a variety of data collection mechanisms to track.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 50

Students enrolled in an after school activity, organization or sport must attend the after school tutorial for fifty minutes. Students not enrolled may opt to remain in the media center with tutors or attend a session with a scheduled teacher. Saturday school is another extended learning opportunity for afforded out students.

Strategy Rationale

Student leaders should set an example and be academically focused. Academic focus must have a strategy to ensure it is made a priority.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance data and mini-assessment data is collected throughout the summer session.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

City Year Corps, RainesNation, and Communities in School are secure partnerships who help with student transitions. The graduation coach tracks each cohort to ensure they have met graduation requirements. Professional School Counselors are assigned a specific alphabet to track. Counselors go into each English class and provide steps each cohort should be taking toward graduation and goal-setting.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Counselors conduct academic checks over each student's history. The seniors and juniors do personal interviews with the counselors. These interviews center on academic and career planning. Also, counselors visit ninth and tenth grade English courses to review graduation requirements and career opportunities. In addition, parent nights and the advisory council are used to inform all stakeholders of available opportunities post-secondary.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The CTE courses such as culinary arts, web technologies, and digital media incorporate specific skills needed for future careers. However, each course offers application which specifically aligns standards to future skills.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are strategically placed in math for college readiness, English 4 college prep, and act and sat preparation. These course do diagnostic assessments to place students on a track toward proficiencies on PERT, ACT, or SAT to gain college ready scores. Also, students are placed in specific after-school tutorials based on need for readiness for post-secondary.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students are rewarded for being deemed college-ready by state standards. They receive reading and math prep courses and sessions. Then, they are given the PERT when they show mastery of specific benchmarks which indicate they will be successful on the test. There are also after-school tutorials set-up for students to diagnose their needs and work on those specifics on various virtual sites.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers address student individualized data results with fidelity by mastering their areas of weakness, the students will build their reading, writing and analyzing skills on an independent level.
- G2.** If the Science Department is using content-based resources to foster critical thinking and text analysis, then student literacy will increase.
- G3.** If the Social Studies Department receives ongoing professional development focused on reading and writing strategies and student engagement, then students will master standards using complex text.
- G4.** If the Math Department creates rigorous and engaged lessons, students will take ownership of their learning and demonstrate their understanding.
- G5.** If William M. Raines High School and it's stakeholders implement schools-wide rituals and routines with fidelity, improved student behavior will manifest positive relationships.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers address student individualized data results with fidelity by mastering their areas of weakness, the students will build their reading, writing and analyzing skills on an independent level. 1a

 G073012

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0

Resources Available to Support the Goal 2

- Reading Coach, Achieve 3000, DAR, Curriculum Guides, Effective reading strategies;

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of technology and data driven instruction to provide students the opportunity to read, write and speak daily.

Plan to Monitor Progress Toward G1. 8

Observations, lesson plans, exit slips, student reflection sheets, student data chats, analyzing district & teacher-generated assessment data

Person Responsible

Vincent Hall

Schedule

On 6/10/2016

Evidence of Completion

Lessons Plans contain daily critical thinking activity for implementation; CGA and EOC Data

G2. If the Science Department is using content-based resources to foster critical thinking and text analysis, then student literacy will increase. 1a

G073013

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	41.0

Resources Available to Support the Goal 2

- ESE Support Lead, ESE Support Teachers, Guidance Counselors, Administrators, Dean, Common Planning time with content areas/department to discuss implementation of SRE, Professional Developments with District Specialist, Technology that assists SRE implementation

Targeted Barriers to Achieving the Goal 3

- Teachers have not been provided multiple resources to use to improve instructional delivery that will improve students comprehension of complex text.

Plan to Monitor Progress Toward G2. 8

Literacy plans used during lessons and labs will be discussed during each common planning. The Equip protocol will be used to determine effectiveness of text and alignment to standards.

Person Responsible

Timothy Simmons

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Lessons Plans contain daily SRE implementation; EOC and CGA Data

G3. If the Social Studies Department receives ongoing professional development focused on reading and writing strategies and student engagement, then students will master standards using complex text. 1a

G073014

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	68.0

Resources Available to Support the Goal 2

- Common Planning time with content areas/department to discuss implementation of grade-level critical thinking/rigorous tasks through Achieve 3000 articles, primary and secondary sources,
- On-going Professional Development with District Specialist to effectively implement grade-level critical thinking/rigorous tasks

Targeted Barriers to Achieving the Goal 3

- Many students lack exposure to strategies to comprehend complex texts aligned to the rigor of the assessment.

Plan to Monitor Progress Toward G3. 8

Observations, lesson plans, exit slips, student reflection sheets, student data chats, analyzing assessment data.

Person Responsible

Ronnie Williams

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Lessons Plans contain daily critical thinking activity for implementation; CGA and EOC Data

G4. If the Math Department creates rigorous and engaged lessons, students will take ownership of their learning and demonstrate their understanding. 1a

G073015

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	40.0

Resources Available to Support the Goal 2

- Common Planning time with content areas/department to discuss implementation of grade-level critical thinking/rigorous tasks
- On-going Professional Development with District Specialist to effectively implement grade-level critical thinking/rigorous tasks

Targeted Barriers to Achieving the Goal 3

- Lack of specific mathematical strategies to assist struggling readers in interpreting problems.
- Stakeholder involvement in academic progress and monitoring.

Plan to Monitor Progress Toward G4. 8

Quarterly attendance and use of teacher-student data chat form

Person Responsible

Brian Ellis

Schedule

On 6/10/2016

Evidence of Completion

Completed attendance and data chat forms

G5. If William M. Raines High School and its stakeholders implement schools-wide rituals and routines with fidelity, improved student behavior will manifest positive relationships. 1a

G073016

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	40.0

Resources Available to Support the Goal 2

- Social Media, Sports and other extracurricular events

Targeted Barriers to Achieving the Goal 3

- Parent's utilization of the services and resources available through the academy.

Plan to Monitor Progress Toward G5. 8

Sign-in sheets, surveys, and other feedback mechanisms

Person Responsible

Vincent Hall

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, surveys, and other feedback mechanisms

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers address student individualized data results with fidelity by mastering their areas of weakness, the students will build their reading, writing and analyzing skills on an independent level. **1**

 G073012

G1.B1 Inconsistent use of technology and data driven instruction to provide students the opportunity to read, write and speak daily. **2**

 B190640

G1.B1.S1 Teachers will increase the use of technology and data driven instruction to incorporate literacy strategies and collaborative conversations in daily instruction. **4**

 S202100

Strategy Rationale

In order to increase reading proficiency in the school, full implementation of documented strategies must be consistently used to develop comprehension and analytical skills.

Action Step 1 **5**

Teachers and administrators will review the lesson plan during common planning to discuss how the technology, data, literacy and collaborative strategies are used.

Person Responsible

Vincent Hall

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Teachers and administrators will review the lesson plan feedback form during common planning to discuss how the reading strategies were used.

Action Step 2 5

Teachers will consistently use the Student Work Protocol to analyze student work and Standard Analysis to unwrap the standard before and after planned lesson.

Person Responsible

Janelle Porter

Schedule

On 6/10/2016

Evidence of Completion

Analysis using the Student Work Protocol will show assignments aligned to the benchmarks.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

IR rounds, formal and informal observations, professional development will be conducted routinely to monitor the level of implementation. Lesson plan reviews will be conducted to ensure teachers are creating effective and rigorous lessons.

Person Responsible

Vincent Hall

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Discussion with administrators and lead teachers during the leadership team meetings; discussions with lead teacher and coach during common planning. Report outs amongst the Literacy Team, students taking ownership, lesson plan discussion, and calibration as a result of observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

English/Reading Teachers will participate in a book study and lesson study.

Person Responsible

Vincent Hall

Schedule

Weekly, from 9/14/2015 to 6/10/2016


Evidence of Completion

Meeting agendas/minutes, Student assessments, Teacher formative data, data analysis forms

G2. If the Science Department is using content-based resources to foster critical thinking and text analysis, then student literacy will increase. 1

 G073013

G2.B1 Teachers have not been provided multiple resources to use to improve instructional delivery that will improve students comprehension of complex text. 2

 B190641

G2.B1.S1 Teachers will be provided professional development opportunities supportive of school-wide reading strategies to assist with student comprehension of complex text. 4

 S202101

Strategy Rationale

Use of these strategies will enable students to dissect high-level problems throughout the year in preparation for the Biology EOC.

Action Step 1 5

Teachers will regularly expose students to complex science text resources including Achieve 3000 Stretch Articles.

Person Responsible

Timothy Simmons

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Lesson Plans and student work in interactive journals.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Instructional rounds, informal and formal observations, professional development and evidence of lesson plans.

Person Responsible

Timothy Simmons

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Interactive journals, Achieve 3000 reports, lesson plans and Assessment Data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will communicate during PLCs and analyze data from all assessments derived from complex text.

Person Responsible

Timothy Simmons

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

FCIM lessons, student work, student assessments, and final scores on the Biology EOC.

G3. If the Social Studies Department receives ongoing professional development focused on reading and writing strategies and student engagement, then students will master standards using complex text. 1

G073014

G3.B1 Many students lack exposure to strategies to comprehend complex texts aligned to the rigor of the assessment. 2

B190642

G3.B1.S1 Through professional development, teachers will be exposed to strategies that will prepare them to write and implement differentiated lesson plans focused on strategies to help students comprehend complex texts. 4

S202102

Strategy Rationale

To increase student proficiency on the US History EOC to 68%.

Action Step 1 5

Teachers will meet with AP/District Content Specialists on an on-going basis to analyze data, create remediated lessons, as well as, develop lessons using curriculum guides, item specifications, 6-12 Excellence in Social Studies look-fors, and resources.

Person Responsible

Ronnie Williams

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Teachers will actively participate in common planning and data meetings. Teachers will ensure tasks are specifically aligned to the standards via lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Instructional rounds, formal/informal observations, lesson plans reviews and professional development.

Person Responsible

Ronnie Williams

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Lesson plans, CAST observations, classroom walk-throughs, tracking students taking ownership of their work, Standards Analysis template, and Equip Protocol document

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers will continue to infuse complex text modeling annotated techniques, interactive notebooks, and My Evidence journals.

Person Responsible

Ronnie Williams

Schedule

Weekly, from 9/14/2015 to 6/10/2016


Evidence of Completion

Student work protocol, anecdotal observations, PLC minutes, Achieve3000 stretch articles

G4. If the Math Department creates rigorous and engaged lessons, students will take ownership of their learning and demonstrate their understanding. 1

 G073015

G4.B1 Lack of specific mathematical strategies to assist struggling readers in interpreting problems. 2

 B190643

G4.B1.S1 Increase student literacy by exposing students to real world application problems, while using a common problem solving strategy. 4

 S202103

Strategy Rationale

Students lacked the literacy skills to properly dissect and justify multi-step equations.

Action Step 1 5

Math coach will provide professional development on selecting, creating, and modeling real world math problems from district supported resources.

Person Responsible

Brian Ellis

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Students will use proper problem-solving techniques to solve real-world application problems.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Instructional rounds, professional development, formal and informal observation and lesson plan reviews.

Person Responsible

Brian Ellis

Schedule

Weekly, from 9/14/2016 to 9/14/2016

Evidence of Completion

Meeting agendas/minutes; Consistent and effective use of Student work Protocol

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Crafting pertinent and strategic PLC agendas, student work samples

Person Responsible

Brian Ellis

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Student work, exit slip data, common assessments

G4.B2 Stakeholder involvement in academic progress and monitoring. 2

B190644

G4.B2.S1 Proactively engage parents and students in attendance, behavior, and academic discussions to invest all stakeholders in the academic growth of our students. 4

S202104

Strategy Rationale

In order to increase math proficiency all stakeholders must take ownership of student learning.

Action Step 1 5

Quarterly data chats with all stakeholders concerning behavior, attendance, and academic progress.

Person Responsible

Brian Ellis

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Teachers will maintain data logs and parent/guardian contact logs.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Formal and informal observations, RISE meetings, and common planning minutes

Person Responsible

Brian Ellis

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Contact logs and common planning minutes

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student attendance, behavior, and academic growth

Person Responsible

Brian Ellis

Schedule

Weekly, from 9/14/2015 to 6/10/2016


Evidence of Completion

Attendance logs, positive behaviors, and student achievement

G5. If William M. Raines High School and its stakeholders implement schools-wide rituals and routines with fidelity, improved student behavior will manifest positive relationships. 1

 G073016

G5.B1 Parent's utilization of the services and resources available through the academy. 2

 B190645

G5.B1.S1 Parents will be made aware of the services by increasing parental notifications through social media, PSA's at sports events and the building marquee. 4

 S202105

Strategy Rationale

Parents are more involved in the decision making process to help students establish academic goals and behaviors that lead to their academic success.

Action Step 1 5

A parent liaison will ensure that the community support organizations promote the parent academy.

Person Responsible

Vincent Hall

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Increase in parental involvement.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Bi-monthly contacts in the form of meetings and workshops between the parent liaison and service organization representatives to ensure parental services are being offered and utilized.

Person Responsible

Vincent Hall

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Increase in number of parent participants

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

More parents are involved in their student's academic progress and an increase in parental participation at school related functions

Person Responsible

Vincent Hall

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Increase in parent attendance.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers and administrators will review the lesson plan during common planning to discuss how the technology, data, literacy and collaborative strategies are used.	Hall, Vincent	9/14/2015	Teachers and administrators will review the lesson plan feedback form during common planning to discuss how the reading strategies were used.	6/10/2016 weekly
G2.B1.S1.A1	Teachers will regularly expose students to complex science text resources including Achieve 3000 Stretch Articles.	Simmons, Timothy	9/14/2015	Lesson Plans and student work in interactive journals.	6/10/2016 weekly
G3.B1.S1.A1	Teachers will meet with AP/District Content Specialists on an on-going basis to analyze data, create remediated lessons, as well as, develop lessons using curriculum guides, item specifications, 6-12 Excellence in Social Studies look-fors, and resources.	Williams, Ronnie	9/14/2015	Teachers will actively participate in common planning and data meetings. Teachers will ensure tasks are specifically aligned to the standards via lesson plans.	6/10/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Math coach will provide professional development on selecting, creating, and modeling real world math problems from district supported resources.	Ellis, Brian	9/14/2015	Students will use proper problem-solving techniques to solve real-world application problems.	6/10/2016 weekly
G4.B2.S1.A1	Quarterly data chats with all stakeholders concerning behavior, attendance, and academic progress.	Ellis, Brian	9/14/2015	Teachers will maintain data logs and parent/guardian contact logs.	6/10/2016 weekly
G5.B1.S1.A1	A parent liaison will ensure that the community support organizations promote the parent academy.	Hall, Vincent	9/14/2015	Increase in parental involvement.	6/10/2016 weekly
G1.B1.S1.A2	Teachers will consistently use the Student Work Protocol to analyze student work and Standard Analysis to unwrap the standard before and after planned lesson.	Porter, Janelle	9/14/2015	Analysis using the Student Work Protocol will show assignments aligned to the benchmarks.	6/10/2016 one-time
G1.MA1	Observations, lesson plans, exit slips, student reflection sheets, student data chats, analyzing district & teacher-generated assessment data	Hall, Vincent	9/10/2015	Lessons Plans contain daily critical thinking activity for implementation; CGA and EOC Data	6/10/2016 one-time
G1.B1.S1.MA1	English/Reading Teachers will participate in a book study and lesson study.	Hall, Vincent	9/14/2015	Meeting agendas/minutes, Student assessments, Teacher formative data, data analysis forms	6/10/2016 weekly
G1.B1.S1.MA1	IR rounds, formal and informal observations, professional development will be conducted routinely to monitor the level of implementation. Lesson plan reviews will be conducted to ensure teachers are creating effective and rigorous lessons.	Hall, Vincent	9/14/2015	Discussion with administrators and lead teachers during the leadership team meetings; discussions with lead teacher and coach during common planning. Report outs amongst the Literacy Team, students taking ownership, lesson plan discussion, and calibration as a result of observations.	6/10/2016 weekly
G2.MA1	Literacy plans used during lessons and labs will be discussed during each common planning. The Equip protocol will be used to determine effectiveness of text and alignment to standards.	Simmons, Timothy	9/14/2015	Lessons Plans contain daily SRE implementation; EOC and CGA Data	6/10/2016 weekly
G2.B1.S1.MA1	Teachers will communicate during PLCs and analyze data from all assessments derived from complex text.	Simmons, Timothy	9/14/2015	FCIM lessons, student work, student assessments, and final scores on the Biology EOC.	6/10/2016 weekly
G2.B1.S1.MA1	Instructional rounds, informal and formal observations, professional development and evidence of lesson plans.	Simmons, Timothy	9/14/2015	Interactive journals, Achieve 3000 reports, lesson plans and Assessment Data.	6/10/2016 weekly
G3.MA1	Observations, lesson plans, exit slips, student reflection sheets, student data chats, analyzing assessment data.	Williams, Ronnie	9/14/2015	Lessons Plans contain daily critical thinking activity for implementation; CGA and EOC Data	6/10/2016 weekly
G3.B1.S1.MA1	Teachers will continue to infuse complex text modeling annotated techniques, interactive notebooks, and My Evidence journals.	Williams, Ronnie	9/14/2015	Student work protocol, anecdotal observations, PLC minutes, Achieve3000 stretch articles	6/10/2016 weekly
G3.B1.S1.MA1	Instructional rounds, formal/informal observations, lesson plans reviews and professional development.	Williams, Ronnie	9/14/2015	Lesson plans, CAST observations, classroom walk-throughs, tracking students taking ownership of their work, Standards Analysis template, and Equip Protocol document	6/10/2016 weekly
G4.MA1	Quarterly attendance and use of teacher-student data chat form	Ellis, Brian	9/14/2015	Completed attendance and data chat forms	6/10/2016 one-time
G4.B1.S1.MA1	Crafting pertinent and strategic PLC agendas, student work samples	Ellis, Brian	9/14/2015	Student work, exit slip data, common assessments	6/10/2016 weekly
G4.B1.S1.MA1	Instructional rounds, professional development, formal and informal observation and lesson plan reviews.	Ellis, Brian	9/14/2016	Meeting agendas/minutes; Consistent and effective use of Student work Protocol	9/14/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.MA1	Student attendance, behavior, and academic growth	Ellis, Brian	9/14/2015	Attendance logs, positive behaviors, and student achievement	6/10/2016 weekly
G4.B2.S1.MA1	Formal and informal observations, RISE meetings, and common planning minutes	Ellis, Brian	9/14/2015	Contact logs and common planning minutes	6/10/2016 weekly
G5.MA1	Sign-in sheets, surveys, and other feedback mechanisms	Hall, Vincent	9/14/2015	Sign-in sheets, surveys, and other feedback mechanisms	6/10/2016 weekly
G5.B1.S1.MA1	More parents are involved in their student's academic progress and an increase in parental participation at school related functions	Hall, Vincent	9/14/2015	Increase in parent attendance.	6/10/2016 weekly
G5.B1.S1.MA1	Bi-monthly contacts in the form of meetings and workshops between the parent liaison and service organization representatives to ensure parental services are being offered and utilized.	Hall, Vincent	9/14/2015	Increase in number of parent participants	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If the Science Department is using content-based resources to foster critical thinking and text analysis, then student literacy will increase.

G2.B1 Teachers have not been provided multiple resources to use to improve instructional delivery that will improve students comprehension of complex text.

G2.B1.S1 Teachers will be provided professional development opportunities supportive of school-wide reading strategies to assist with student comprehension of complex text.

PD Opportunity 1

Teachers will regularly expose students to complex science text resources including Achieve 3000 Stretch Articles.

Facilitator

District Support

Participants

General Education Teachers

Schedule

Weekly, from 9/14/2015 to 6/10/2016

G3. If the Social Studies Department receives ongoing professional development focused on reading and writing strategies and student engagement, then students will master standards using complex text.

G3.B1 Many students lack exposure to strategies to comprehend complex texts aligned to the rigor of the assessment.

G3.B1.S1 Through professional development, teachers will be exposed to strategies that will prepare them to write and implement differentiated lesson plans focused on strategies to help students comprehend complex texts.

PD Opportunity 1

Teachers will meet with AP/District Content Specialists on an on-going basis to analyze data, create remediated lessons, as well as, develop lessons using curriculum guides, item specifications, 6-12 Excellence in Social Studies look-fors, and resources.

Facilitator

District Support

Participants

Social Studies Department

Schedule

Weekly, from 9/14/2015 to 6/10/2016

G5. If William M. Raines High School and its stakeholders implement schools-wide rituals and routines with fidelity, improved student behavior will manifest positive relationships.

G5.B1 Parent's utilization of the services and resources available through the academy.

G5.B1.S1 Parents will be made aware of the services by increasing parental notifications through social media, PSA's at sports events and the building marquee.

PD Opportunity 1

A parent liaison will ensure that the community support organizations promote the parent academy.

Facilitator

Janelle Porter, Reading Coach Megan Crowe, Reading Interventionist

Participants

All content Area Teachers

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.