Raa Middle School

2015-16 School Improvement Plan

Raa Middle School

401 W THARPE ST, Tallahassee, FL 32303

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	44%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	C	B

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 is pending approval by the Leon County School Board.

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.

Table of Contents

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
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Augusta Raa Performing Arts Magnet Middle School to provide an educational setting designed to prepare students to be successful lifelong learners. Through curricula and extracurricular activities, each student will have the opportunity to be active participants in the learning process and engage in activities that allow them to explore their individual interests.

Provide the school's vision statement

It is the goal of Augusta Raa Middle School to provide an educational setting designed to promote and maintain diversity while preparing students to be successful lifelong learners.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Additional suggested responses may include information regarding your school's plans to:
•Ensure that relationship-building is a clear priority;
•Identify and engage school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
•Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
•Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
•Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
•Provide collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
•Attend District provided Professional Development on multicultural offerings;
•Schedule and plan school wide multicultural projects;
•Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);

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

•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, based on identified student need, and intensive (brief individual counseling, referral) supports for students to school-based and community resources;

•Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

Suggested response may include information regarding your school's plans for:
•Ensure teachers are trained in Classroom management strategies (PBS)
•Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
•Make references to behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
•School-wide recognition system is in place (Gold Card Program);

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

•Operational school based team that meets weekly to discuss students with barriers to academic and social success;
•Mentors assigned to students identified with areas of concern;
•Students in need of positive adult interactions and positive feedback throughout the school day will receive contact from administration, as needed.
•Connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);
•Engage with identified staff (i.e. school counselor) to provide a differentiated delivery of services based on student/school need.

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

•Utilize data systems to identify students who have attendance, behavioral or academic concerns
•Create data decision rules for number of absences or OSS before referral generated to school based or district based teams.
•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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
	6	7	8	
Attendance below 90 percent	28	39	35	102
One or more suspensions	30	41	35	106
Course failure in ELA or Math	34	43	11	88
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	15	19	10	44

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

•Effective multi-disciplinary teams in place to problem solve and create action plans;
•Achieve 3000, Successmaker, PBIS system
•Study Buddies, Math Pals & Mentor Program
•Home Visits for attendance issues
•Planned Discussions, Goal Setting for identified student;
•Notification procedures for parents, agency and community outreach;
•Create evidence-based interventions to close student need gaps related to earning warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/ education.

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?
No

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

Description

Raa would like to see the number of parents that are active in our school grow. We would like parents to help with organizational tasks as well as tasks that involve building positive relationships with students. At this time our parent organization has parents that volunteer for specific organization events. We would like parents to become active members in the mentoring process as well as keep records of parents volunteering in all school wide events.
•Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
•During Open House, grade level nights, etc. to introduce parents to teachers and administrators;
•Communicate classroom and school news to parents;
•Positive notes, letters, phone calls home;

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

Raa would like to see the number of school partners grow. We would like partners to help with ways to support students, faculty, and staff. Partners contribute their time and dollars for school improvement projects, support campus events, and provide assistance to athletic teams. Our partner coordinator contacts potential partners, and focuses on potential partners in Raa's school zone. We plan to accomplish this by
•Soliciting feedback from partners regarding potential questions or ways that they can be of assistance;
•Maintain contact with school partners throughout the school year;
•Recognize partners through events, phone calls, and correspondence;
•Positive notes, letters, phone calls to the partner;

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
Marsh, Giselle	Principal
Thompson, Samuel	Dean
Cowart, Chris	Assistant Principal
Bennett-Lee, Cheryl	Teacher, K-12
Bobroskie, Deborah	Teacher, K-12
Collins, Terry	Teacher, K-12
Harrison, Natalee	Teacher, K-12
Hosford, Colleen	Teacher, K-12
Hosford, Thomas	Teacher, K-12
Kerrigan, Kathy	Guidance Counselor
Lachat, Kay	Guidance Counselor
Pogorzelski, Delia	Teacher, K-12
Thayer, John	Teacher, K-12
Townsend, Barbara	Teacher, K-12
Fuesy, Jessica	Assistant Principal
Langston, Julie	Teacher, K-12
Girard, Timothy	Teacher, K-12

Duties

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

Principal and Administrative Team: Responsible for the operation and instructional leadership at Raa Middle School, supervises staff, sets instructional objectives, works to build a rapport with parents, creates instructional resources for use in the classroom, monitors students and teachers for progress, works actively with teachers to maintain high curriculum standards, establishes performance goals

and objectives, visits classrooms and observes teachers, and reviews instructional objectives and adjust them accordingly, and meets with other administrators, parents, and community organizations. Department Heads: Guides in developing curriculum expectations within the department, conduct department meetings and turn minutes into administration, works with the TEC representative to coordinate in-service activities and professional development, disseminates department information, and attends county meetings and keeps department and administration informed via written reports. Guidance Counselors: Provides support for the administrative team, assists students with needed schedule changes, checks for promotion requirements, sets up teacher/parent conferences, and assists with testing.

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

The Principal and Administrative Team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets on a regular basis to review students' data through progress monitoring and Pinpoint. Intervention services and resources are in place for students who are identified at moderate or high risk for not achieving standards. The Principal, along with the administrative team, meets monthly with the District to collect information regarding services, programs, and resources that are available to the school. Inventory of resources and funding are maintained by the Principal.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Hawkins Alexander	Student
Terry Collins	Teacher
Giselle Marsh	Principal
Sam Thompson	Teacher
Warren Sponholtz	Parent
Sherry Southerland	Parent
Candace Blakely	Education Support Employee
Janet Burns	Parent
Jessica Fuesy	Education Support Employee
Meg Gibson	Parent
Lisa Boyd	Parent
Scott Boyd	Parent
Jennifer Byrd	Parent
Kevin Davis	Parent
Laura Davis	Parent
Jennifer Porter	Parent
Bill Johnson	Parent
Tara Johnson	Parent
Amanda Thompson	Business/Community

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

The SAC works with the administrative team and department chairs to review school data throughout the school year. At the end of each year, school data is reviewed by the leadership team to determine if the established goals were met. The team evaluates the SIP to determine what worked and what needs to be adjusted for the next year. The SAC then meets with parents and community members in a public hearing to present identified goals and strategies to support the school's continuous improvement model.

Development of this school improvement plan

SAC assisted in writing the SIP; including setting school goals, standards and objectives, assessment methods and specific school wide strategies.

Preparation of the school's annual budget and plan

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
•School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
•Monies may be expended only on programs or projects selected by the School Advisory Council.
•Neither School District staff nor principals may override the recommendations of the School Advisory Council.

•The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year

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

Yes.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Harrison, Natalee	Teacher, K-12
Hock, Kathie	Teacher, K-12
Fisher, Mattie	Teacher, K-12
Gilley, Kristen	Teacher, K-12
Harris, Lynne	Teacher, K-12
Langston, Julie	Teacher, K-12
Perego, Gail	Teacher, K-12
Rousseau, Cathy	Teacher, ESE
Bennitt, Jan	Teacher, K-12
White, Trikia	Teacher, K-12
Fuesy, Jessica	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Raa uses the Achieve 3000 reading program to encourage both reading , how to encourage students and staff to participate, as well as incentives that might be part of the program.
This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
Team meetings, department meetings, faculty meetings, leadership team meetings

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

Teacher mentoring program- Debbie Bobroskie
Provide Leadership Opportunities- Giselle Marsh
Professional Development- Giselle Marsh
Creating a professional and welcoming environment- Giselle Marsh, Christopher Cowart, Jessica Fuesy
•Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures
•Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
•Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
•Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
•Establish and maintain relationships with colleges and officials in the field of education to promote the District

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

There are three types of teacher mentoring programs taking place at Raa which are as follows:
The College of Education (COE) Program addresses the needs of beginning teachers that have majored in education and completed an internship. This program prepares beginning teacher for formal observations, provides general support, positive feedback, and constructive criticism.
The Professional Education Competence (PEC) Program is designed for teachers holding temporary certificates who are required by the Florida Department of Education to complete a professional education competence (PEC) program in order to be eligible for a Florida Educator's Professional Certificate. PEC teachers will learn through one-on-one mentoring by the PEC mentor, online course work, and on-the-site training.
The Alternative Certification Program (ACP) is the second year program for candidates that have successfully completed the PEC Program. This includes holding a valid Florida Educator's Temporary Certificate, passing all sections of the General Knowledge Test, passing score on the Subject Area Exam, employed as a Leon County teacher at least 3.76 hours per day, and teaching in certified area throughout the ACP program participation. The ACP teacher will complete online course work focusing on ESOL, reading, foundations of assessment, enhancing the classroom with technology, learning theory and practice, and educational strategies. These online classes along with regular onsite training sessions with the mentor teacher are designed to help the mentor successfully complete the Professional Education Test.
All first year teachers are participating in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that

a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

School will expand response to include rationale for pairings and planned mentoring activities.

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

•alignment of curriculum and instructional materials to the Florida Standards (Programs)
•use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)
Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

Principal and administrative team: Provides vision, ensures the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.
School RTI coordinator: Sets the agenda for meetings, informs all stakeholders of the meetings, and facilitates the meetings. In addition, RTI coordinator participates in data collection, interpretation and analysis of data; facilitates implementation of intervention plans, and provides follow up with parents and students as needed. Delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials/instruction with Tier 2/3 activities.
Guidance Counselors: Provide information about guidance services and coordinate outside interventions for students.
General Education Teachers: The RTI leadership team will consist of one representative from each grade level who will provide information about core instruction, participates in student data collection and collaborates with other staff to ensure implementation of interventions and support for students.
ESE Teachers: Provides information about intervention instruction, participates in data collection, collaborates with general education teachers on Tier 1-3 interventions.
Instructional Coaches: Participate in data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidenced-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading and writing strategies in all content areas.
School Psychologist: Participates in data collection, interpretation and analysis of data; facilitates

implementation of intervention plans. Provides technical assistance and professional development for problem-solving activities as needed.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides technical assistance and professional development for problem-solving activities as needed.

The school RTI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal students achievement for all students. The team meets once a month. Examples of activities during monthly meetings include: reviewing students data through screening and progress monitoring. Teachers make student referrals to the intervention team. The intervention team may refer some situations to the Problem Solving Intervention Assistance Team which is comprised of the school psychologist, district intervention specialist, and the school social worker. The Problem Solving Intervention Assistance Team meets weekly. The review of data will facilitate identification of students who are at moderate or high risk for not achieving benchmarks/standards. Based on evaluation of data and identification of students needs, the team will identify strategies for the student and identify professional development and resources needed for teachers.

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Providing tier 3 instruction based on student needs

•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

•Administering assessments which measure instructed standards

•Monitoring progress at the class and grade level during Learning Team Meetings

•Conducting data chats with students

•Creating units of study based on current data

•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

•Students receiving services for ESE/ELL

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: After School Program

Minutes added to school year: 2,160

After school tutoring with local university students (Study Buddies & Math Pals).

Strategy Rationale

Enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lachat, Kay, lachatk@leonschools.net

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

Student progress reports and report card grades.

Strategy: Weekend Program

Minutes added to school year: 540

Weekend workshops designed to help students increase reading skills. Incorporated Achieve 3000.

Strategy Rationale

Enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bennitt, Jan, bennittj@leonschools.net

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

Achieve 3000 data, Progress Reports and Report Cards

Strategy: Before School Program

Minutes added to school year: 4,500

Help sessions before school with individual teachers.

Strategy Rationale

Enrichment and review

Strategy Purpose(s)

- Enrichment

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

Progress Reports and Report Cards

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

The CHOICES program provides Raa Middle School students with the opportunity to do the following:
-identify career planning
-plan high school courses
-begin a post secondary plan
-create a personalized career list
Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students.

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

At Raa Middle School, teachers will examine the relationship between their subject(s) and potential career options for students. College and career readiness standards provided through the Common Core initiative address reading, writing, speaking/listening, and language skills which would be beneficial to future careers.
•Agriculture, Food & Natural Resources
•Architecture & Construction
•Arts, A/V Technology & Communication
•Business, Management & Administration
•Engineering & Technology Education
•Finance
•Health Science
•Human Services
•Information Technology
•Manufacturing

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

Based on the most recent high school feedback report available, Raa Middle School students will benefit from the opportunity to enroll in Algebra I at the middle school level and the opportunity to practice standardized test taking strategies in all subject areas.
Also, Raa Middle School offers various performing arts electives. Shop is also available to those students who want to explore something other than performing arts and athletics.

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

•Adding a strategies class
•School based team review and provide assistance to specific students as needed
•Counselors conduct classroom guidance and individual counseling sessions with students
•Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for high school and college.

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:

·

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.   As we begin a more complex state measure of Algebra, Geometry, and Biology, our school goal is to have at least 85% of our students taking these classes proficient in their respective End of Course (EOC) exams.

G2.   For 8th grade, 55% of the students (164) will score at or above level 3 on Statewide Science Assessment (SSA).

G3.   As we begin a more complex state measure of English/Language Arts, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2015 FSA scores.

G4.   As we begin a more complex state measure of math, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2015 FSA scores

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. As we begin a more complex state measure of Algebra, Geometry, and Biology, our school goal is to have at least 85% of our students taking these classes proficient in their respective End of Course (EOC) exams. `1a`

Targets Supported `1b`

G073463

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	85.0

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

- student attendance

Plan to Monitor Progress Toward G1. `8`

Student attendance

Person Responsible
Chris Cowart

Schedule
Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion
monitoring attendance on a monthly basis

G2. For 8th grade, 55% of the students (164) will score at or above level 3 on Statewide Science Assessment (SSA). `1a`

Targets Supported `1b`

G073464

Indicator	Annual Target
	55.0

Resources Available to Support the Goal `2`

- Science Curriculum guides

Targeted Barriers to Achieving the Goal `3`

- Students lack skills that enable them to find errors in logic or reasoning

- student attendance

Plan to Monitor Progress Toward G2. `8`

Genesis attendance reports

Person Responsible

Chris Cowart

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student attendance reports

G3. As we begin a more complex state measure of English/Language Arts, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2015 FSA scores. 1a

🔍 G073465

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0

Resources Available to Support the Goal 2

- All students will work on the Achieve 3000 through their language arts class.

Targeted Barriers to Achieving the Goal 3

- Student attendance

Plan to Monitor Progress Toward G3. 8

Reading and language arts teachers will meet to discuss progress monitoring data for their students in Achieve 3000.

Person Responsible

Jan Bennitt

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

At department meetings the school reading coach and language arts teachers will discuss student results from the reading program and discuss attendance interventions needed for specific students.

G4. As we begin a more complex state measure of math, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2015 FSA scores 1a

G073466

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	66.0

Resources Available to Support the Goal 2

- The mathematics classrooms will provide a more cognitively engaging and challenging mathematics curriculum. Intensive math classes utilizing the Success Maker program

Targeted Barriers to Achieving the Goal 3

- student attendance, learning styles

Plan to Monitor Progress Toward G4. 8

Genesis attendance reports

Person Responsible
Chris Cowart

Schedule
Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Student attendance improves

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. As we begin a more complex state measure of Algebra, Geometry, and Biology, our school goal is to have at least 85% of our students taking these classes proficient in their respective End of Course (EOC) exams. 1

🔑 G073463

G1.B1 student attendance 2

🔑 B191930

G1.B1.S1 Check monthly attendance reports 4

🔑 S203363

Strategy Rationale

Students who go to school on a regular basis have a better chance of being successful.

Action Step 1 5

Student attendance

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Monthly reports

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

Student attendance

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

monthly attendance reports; teacher attendance

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

student attendance

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

monthly attendance reports; teacher attendance

G2. For 8th grade, 55% of the students (164) will score at or above level 3 on Statewide Science Assessment (SSA). 1

🔑 G073464

G2.B1 Students lack skills that enable them to find errors in logic or reasoning 2

🔑 B191931

G2.B1.S1 Gaps in learning can prevent logic and reasoning skills 4

🔑 S203364

Strategy Rationale

Examining data allows to make informed choices

Action Step 1 5

Progress monitoring, conferences with teachers and students, quarterly grades

Person Responsible

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Review of grades and FCAT scores

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

Teacher lesson plans

Person Responsible

Jessica Fuesy

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Classroom assessments, report card grades

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

Provide real world science experiences and engaging activities and lab experiments

Person Responsible

Jessica Fuesy

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Classroom assessments

G2.B2 student attendance `2`

`B191932`

G2.B2.S1 Examine student attendance reports `4`

`S203365`

Strategy Rationale

Poor attendance correlates with poor academic achievement

Action Step 1 `5`

Student attendance

Person Responsible

Chris Cowart

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Genesis attendance reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Genesis attendance reports

> **Person Responsible**
>
> Chris Cowart
>
> **Schedule**
>
> Monthly, from 8/17/2015 to 5/27/2016
>
> ***Evidence of Completion***
>
> Compulsory School Attendance Packet

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

attendance reviewed, attendance trends analyzed

> **Person Responsible**
>
> Chris Cowart
>
> **Schedule**
>
> Monthly, from 8/17/2015 to 5/27/2016
>
> ***Evidence of Completion***
>
> Truancy reports

G3. As we begin a more complex state measure of English/Language Arts, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2015 FSA scores. 1

G073465

G3.B1 Student attendance 2

B191933

G3.B1.S1 The school will utilize Achieve 3000 data to monitor student progress. Attendance conferences with truant students. 4

S203366

Strategy Rationale

Missing Achieve 3000, sessions could possibly prevent student from making reading gains. We want students to have as many possibilities to use the Achieve 3000 program

Action Step 1 5

Students will go to the computer lab at least once a week with their language arts teacher to work on the Achieve 3000 program.

Person Responsible

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Each week the school reading coach and language arts teachers will examine student results from the reading program.

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

Collect student data from Achieve 3000 to ensure students are progressing through the program.

Person Responsible

Jan Bennitt

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The reading coach will supply Achieve 3000 reports to administration quarterly

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

Review Achieve 3000 data reports to ensure teachers are assessing students.

Attendance reviewed for students in Achieve 3000

Person Responsible

Chris Cowart

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The APA, school reading coach and language arts teachers will examine student results and attendance issues from the reading program.

G4. As we begin a more complex state measure of math, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2015 FSA scores `1`

🔑 G073466

G4.B1 student attendance, learning styles `2`

🔑 B191934

G4.B1.S1 attendance conferences with teachers, counselors, and parents intervention meetings and differentiated instruction `4`

🔑 S203367

Strategy Rationale

Poor student attendance correlates with poor academic achievement

Action Step 1 `5`

Student attendance

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Genesis attendance reports

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

Genesis attendance reports

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Compulsory School Attendance Packet

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

attendance reviewed, attendance trends analyzed

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Truancy reports

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	Student attendance	Cowart, Chris	8/17/2015	Monthly reports	5/27/2016 monthly
G2.B1.S1.A1	Progress monitoring, conferences with teachers and students, quarterly grades		8/17/2015	Review of grades and FCAT scores	5/27/2016 quarterly
G2.B2.S1.A1	Student attendance	Cowart, Chris	8/17/2015	Genesis attendance reports	5/27/2016 quarterly
G3.B1.S1.A1	Students will go to the computer lab at least once a week with their language arts teacher to work on the Achieve 3000 program.		8/17/2015	Each week the school reading coach and language arts teachers will examine student results from the reading program.	5/27/2016 weekly
G4.B1.S1.A1	Student attendance	Cowart, Chris	8/17/2015	Genesis attendance reports	5/27/2016 monthly
G1.MA1	Student attendance	Cowart, Chris	8/17/2015	monitoring attendance on a monthly basis	5/27/2016 monthly
G1.B1.S1.MA1	student attendance	Cowart, Chris	8/17/2015	monthly attendance reports; teacher attendance	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Student attendance	Cowart, Chris	8/17/2015	monthly attendance reports; teacher attendance	5/27/2016 monthly
G2.MA1	Genesis attendance reports	Cowart, Chris	8/17/2015	Student attendance reports	5/27/2016 quarterly
G2.B1.S1.MA1	Provide real world science experiences and engaging activities and lab experiments	Fuesy, Jessica	8/17/2015	Classroom assessments	5/27/2016 quarterly
G2.B1.S1.MA1	Teacher lesson plans	Fuesy, Jessica	8/17/2015	Classroom assessments, report card grades	5/27/2016 quarterly
G2.B2.S1.MA1	attendance reviewed, attendance trends analyzed	Cowart, Chris	8/17/2015	Truancy reports	5/27/2016 monthly
G2.B2.S1.MA1	Genesis attendance reports	Cowart, Chris	8/17/2015	Compulsory School Attendance Packet	5/27/2016 monthly
G3.MA1	Reading and language arts teachers will meet to discuss progress monitoring data for their students in Achieve 3000.	Bennitt, Jan	8/17/2015	At department meetings the school reading coach and language arts teachers will discuss student results from the reading program and discuss attendance interventions needed for specific students.	5/27/2016 monthly
G3.B1.S1.MA1	Review Achieve 3000 data reports to ensure teachers are assessing students. Attendance reviewed for students in Achieve 3000	Cowart, Chris	8/17/2015	The APA, school reading coach and language arts teachers will examine student results and attendance issues from the reading program.	5/27/2016 quarterly
G3.B1.S1.MA1	Collect student data from Achieve 3000 to ensure students are progressing through the program.	Bennitt, Jan	8/17/2015	The reading coach will supply Achieve 3000 reports to administration quarterly	5/27/2016 quarterly
G4.MA1	Genesis attendance reports	Cowart, Chris	8/17/2015	Student attendance improves	5/27/2016 monthly
G4.B1.S1.MA1	attendance reviewed, attendance trends analyzed	Cowart, Chris	8/17/2015	Truancy reports	5/27/2016 monthly
G4.B1.S1.MA1	Genesis attendance reports	Cowart, Chris	8/17/2015	Compulsory School Attendance Packet	5/27/2016 monthly

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.

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Student attendance	$0.00
2	G2.B1.S1.A1	Progress monitoring, conferences with teachers and students, quarterly grades	$0.00
3	G2.B2.S1.A1	Student attendance	$0.00
4	G3.B1.S1.A1	Students will go to the computer lab at least once a week with their language arts teacher to work on the Achieve 3000 program.	$0.00
5	G4.B1.S1.A1	Student attendance	$0.00
		Total:	$0.00