

Leon County Schools

Raa Middle School



2017-18 Schoolwide Improvement Plan

Raa Middle School

401 W THARPE ST, Tallahassee, FL 32303

<https://www.leonschools.net/raa>

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | No | 71% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 62% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | B | B* | A |

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Raa Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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
Asian Youth Troupe
Celebrate Freedom Awareness

In addition our school will:

- 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).
- Use a variety of methods 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 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;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);

b. 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.

c. 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.

- Ensure teachers are trained in Classroom management strategies
 - Implement school-wide Positive Behavior Support Program
 - Implement "No Place for Hate" Strategic Plan
- Ensure teachers are posting and use the Raa behavior expectation slogan "Rams are... respectful, always positive, mindful, & safe.
- 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 specific to the desired behaviors
- School-wide recognition system is in place (Gold Card Program, Kick Up)

d. 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 and Study Buddy Program.
- 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.
 - Use of New Horizon's Curriculum and Referral System

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- Utilize Early Warning System 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;

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|----|----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 48 | 41 | 0 | 0 | 0 | 0 | 128 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 50 | 29 | 0 | 0 | 0 | 0 | 125 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 117 | 70 | 33 | 0 | 0 | 0 | 0 | 220 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 48 | 44 | 0 | 0 | 0 | 0 | 146 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 11 | 3 | 0 | 0 | 0 | 0 | 30 |

c. 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, MobyMax, PBS system, and Ten Marks
- Study Buddies & 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Raa would like to see the number of parents that are active in our school grow. Parents are encouraged 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 Orientation, Open House, grade level nights, etc. introduce parents to teachers and administrators;
- Communicate classroom and school news to parents;
- Positive notes, letters, phone calls home
- Use of social media outlets and text alert systems for parent notifications
- Weekly postings of student performance data on Parent Portal Grading System

2. 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;
- Community Service Events each 9week grading period.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|---------------------|---------------------|
| Small, Christopher | Principal |
| Thompson, Samuel | Dean |
| Cowart, Chris | Assistant Principal |
| Bennett-Lee, Cheryl | Teacher, K-12 |
| Harrell, Kelbe | Teacher, K-12 |
| Collins, Terry | Teacher, K-12 |
| Harrison, Natalee | Teacher, K-12 |
| Kerrigan, Kathy | School Counselor |
| Lachat, Kay | School Counselor |
| Jenkins, Valencia | Teacher, K-12 |
| Langston, Julie | Teacher, K-12 |
| Girard, Timothy | Teacher, K-12 |
| Van Camp, BJ | Assistant Principal |
| White, Trikia | Teacher, K-12 |
| Wheeler, Mary | Teacher, K-12 |

b. Duties

1. 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.

Team Leaders: Provide leadership to grade level teams to plan educational activities for their grade level, lead RtI meetings and assist teachers in monitoring student behaviors, academic progress, and data tracking.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Terry Collins | Teacher |
| Christopher Small | Principal |
| Jan Bennitt | Teacher |
| Robin Paul | Education Support Employee |
| Nick Halley | Parent |
| Kathleen Baptiste | Parent |
| Tiffany Halley | Parent |
| Valencia Jenkins | Parent |
| Jennifer Larsen | Parent |
| Patrick Nelloms | Parent |
| Teresa Pope | Parent |
| Rasheeda Snell | Parent |
| Shedric Triplett | Business/Community |
| Joy Jefferson-Yager | Business/Community |
| | Student |
| Kiz McLeod | Teacher |
| Tim Girard | Teacher |
| Johnetta Brown | Teacher |
| Sam Thompson | Teacher |
| | Student |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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

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

Aprox. \$3200.00 allocated.

- Headphones for testing
- Projector lamps
- Classroom supplies
- Computer supplies
- Microphone supplies
- Planbook Access
- Campus Improvement Supplies
- Student Supplies

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| Harrison, Natalee | Teacher, K-12 |
| Hock, Kathie | Teacher, K-12 |
| Gilley, Kristen | Teacher, K-12 |
| Langston, Julie | Teacher, K-12 |
| Rousseau, Cathy | Teacher, ESE |
| Bennitt, Jan | Teacher, K-12 |
| White, Trikia | Teacher, K-12 |
| Hawkins, Allie | Teacher, K-12 |
| Van Camp, BJ | Assistant Principal |
| Small, Christopher | Principal |
| Young, Colleen | Teacher, K-12 |
| Armstrong, Bruce | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Raa uses Collections Reading Series as our Core Reading Program, as well as Achieve 3000 as a supplemental reading program to encourage reading both at school and at home.

This group of professionals is comprised of leaders in literacy. This team includes 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 promotes 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. 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. Departments are given opportunities throughout the school year to collaborate and plan for upcoming units.

Team meetings, department meetings, faculty meetings, leadership team meetings are also used.

Raa will also begin pre-planning for developing a SITE based team as another avenue for teacher and staff input as well as building relationships.

2. 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- Christopher Small

Professional Development- Christopher Small, BJ Van Camp, Christopher Cowart, & Mary Wheeler

Creating a professional and welcoming environment- Christopher Small, Christopher Cowart, & BJ Van Camp

- 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 Vision

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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)
- use of district adopted and approved curriculum resources for all course offerings

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. Teachers are also provided with the opportunity to meet with district instructional developers to assist with unpacking and understanding standards, as well as plan for future lessons and activities that align with the standards.

b. Instructional Strategies

1. 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, participates in problem solving meetings, 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
- Providing small group instruction and peer collaboration opportunities

2. 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).

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: Before School Program

Minutes added to school year: 10,800

Before school Extended Day Enrichment Program

Strategy Rationale

Provide students with before school opportunities for homework help and academic enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Small, Christopher, smallc@leonschools.net

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

Progress Reports and Report Cards

Strategy: Weekend Program

Minutes added to school year: 540

Weekend workshops designed to help students increase content Civics knowledge.

Strategy Rationale

Additional preparation and support for students in the seventh grade that participate in the Civics EOC.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Girard, Timothy, girardt@leonschools.net

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

Progress report and report card grades, Civics EOC

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. Weekend workshops designed to help students increase ability to correctly answer civics questions.

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

Assistant Principal visits elementary schools in the Spring through articulation meetings and discusses routines, expectations, and schedules with teachers and students attending Raa the prior year. Meetings are also set up for high school assistant principals and guidance counselors to come speak with eighth grade students that will be transitioning to the high school.

b. College and Career Readiness

1. 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.

2. 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

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

Raa Middle School provides students the opportunity to enroll in Algebra I, Geometry, Earth Space Science, Biology, Theatre I, Spanish I and Spanish II at the middle school level and the opportunity to practice standardized test taking strategies in all subject areas.

Raa Middle School offers various arts electives, such as guitar, dance, band, orchestra, theatre, steel drums, keyboarding, chorus and art. Shop is also available to those students who want to explore something other than performing arts and athletics.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 48% of students in the Lowest 25th percentile in grades 6-8 will make a learning gain on Math FSA Assessment
- G2.** 47% of students in the Lowest 25th percentile in grades 6-8 will make a learning gain on ELA FSA Assessment
- G3.** 70% of students in grade 7 students, who participate in the civics End-of-Course Exam (EOC), will earn an achievement level of 3 or higher.
- G4.** 60% of eighth grade students who take the Statewide Science Assessment (SSA) will earn an achievement level of 3 or higher.
- G5.** 56% of students on grades 6-8 will earn a level 3 or higher on the FSA Reading Assessment.
- G6.** 59% of students on grades 6-8 will earn a level 3 or higher on the FSA Mathematics Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 48% of students in the Lowest 25th percentile in grades 6-8 will make a learning gain on Math FSA Assessment 1a

G096184

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 48.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge • Number Sense learning gaps • Rigor of Math lessons • Student Motivation/Interest • Familiarity with online testing platform and online testing strategies • Student perseverance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional use of higher order thinking questions • Use of Essential Questions based upon Webb's Depth of Knowledge • Parent Math/Science Night • STEM Career Exploration Event • Use of Success Maker and differentiated instruction to bridge learning gaps • Use of ability groupings • Use of enrichment and review activities from Go Math Curriculum • Math Mini-Mu Competitions • Before and after-school tutorials • Self-Awareness Weeks Events to share student data • Increase use of Word Problems and literacy/vocabulary strategies • Celebration of student success/foster a growth mindset for students grappling with challenging content • Student Interest Surveys • Online activities and assessments with direct instruction regarding online math strategies • Frequent assessments and opportunities to re-assess same skills for mastery FSA Saturday Stars

Plan to Monitor Progress Toward G1. 8

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

G2. 47% of students in the Lowest 25th percentile in grades 6-8 will make a learning gain on ELA FSA Assessment **1a**

 G096185

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 47.0 |

Targeted Barriers to Achieving the Goal **3**

- Lack of prior knowledge • Rigor of reading lessons • Focus needed on inference and reading application skills • Sustained reading ability • Students reading the passage and not just looking for answers • Keyboarding skills • Summarizing instead of answering questions • Finding main idea key points • Integration of passages (dual passages) • Scheduling conflicts

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Reading Counts and Accelerated Reader celebrations • Morning News Recognition • Parent Workshops • Literacy Night Events • Increase in Explicit Vocabulary Instruction • Student Data Tracking Sheets / Charts • Novel Studies and Advanced Enrichment Activities • Poetry Series and Increased Public Speaking opportunities for students • Use of Corrective Reading Curriculum • Vertical Team meetings and articulations • HMH Resources- Grammar Notes and Level Up Tutorials • Wordly Wise 3000 for vocabulary instruction • Close Reader for supplemental text • Teaching notetaking • Common assessments on skills/standards • Training other departments on reading strategies

Plan to Monitor Progress Toward G2. **8**

School-wide ELA data trends, Writing Performance scores, Lexile Levels through Achieve3000, and teacher instructional feedback.

Person Responsible

BJ Van Camp

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide ELA data trends and teacher instructional feedback.

G3. 70% of students in grade 7 students, who participate in the civics End-of-Course Exam (EOC), will earn an achievement level of 3 or higher. 1a

 G096186

Targets Supported 1b

| Indicator | Annual Target |
|-----------------|---------------|
| Civics EOC Pass | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of study habits necessary for EOC
- Lack of prior knowledge(very small amount able to be covered in 6th)
- Reading –detailed content
- Poor or not aligned text
- Limited text item bank

Resources Available to Help Reduce or Eliminate the Barriers 2

- Civics Pacing Guide
- Saturday EOC Preparation Sessions for students
- Civics Progress Monitoring Assessments

Plan to Monitor Progress Toward G3. 8

Civics data trends and teacher instructional feedback will be collected and used for on-going discussions and progress monitoring.

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Student performance data and acquisition of quality points.

G4. 60% of eighth grade students who take the Statewide Science Assessment (SSA) will earn an achievement level of 3 or higher. **1a**

 G096187

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| Statewide Science Assessment Achievement | 60.0 |

Targeted Barriers to Achieving the Goal **3**

- Gaps in scientific knowledge • Moderate understanding of scientific process • Vocabulary and word recognition Lack of background information. • Reading comprehension • Inability to make connections with abstract content (graphs, charts, variable identification, data analysis)

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Increased attention to the scientific process • Vertical team meetings • Purchase of additional sets of science resources • Additional incorporation of science labs and literacy strategies • Use of real world science experiments • Hands-on inquiry based lessons • Use of instructional computer software (Brain Pop Bill Nye, Discovery Streaming) • Increased use of informational text and reading comprehension strategies • Teacher training in science teaching and learning • Access to online textbooks through Classlink • Test retake to help show mastery of curriculum

Plan to Monitor Progress Toward G4. **8**

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our science scores. Monthly performance data and quality point data will be reviewed.

Person Responsible

BJ Van Camp

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

School-wide science data trends and teacher instructional feedback.

G5. 56% of students on grades 6-8 will earn a level 3 or higher on the FSA Reading Assessment. 1a

G096188

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 56.0 |

Targeted Barriers to Achieving the Goal 3

- Focus needed on inference and reading application skills
- Sustained reading ability
- Students reading the passage and not just looking for answers
- Keyboarding skills
- Summarizing instead of answering questions
- Finding main idea key points

Resources Available to Help Reduce or Eliminate the Barriers 2

- All students will work on the Achieve 3000 through their language arts class.
- Worldly Wise - Grammar Books
- Progress Monitoring Assessments

Plan to Monitor Progress Toward G5. 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 8/15/2017 to 5/30/2018

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.

G6. 59% of students on grades 6-8 will earn a level 3 or higher on the FSA Mathematics Assessment. 1a

G096189

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 59.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge • Number Sense learning gaps • Rigor of Math lessons • Student Motivation/Interest • Familiarity with online testing platform and online testing strategies • Student perseverance

Resources Available to Help Reduce or Eliminate the Barriers 2

- The mathematics classrooms will provide a more cognitively engaging and challenging mathematics curriculum. Intensive math classes utilizing Success Maker and MobyMax. • Additional use of higher order thinking questions • Use of Essential Questions based upon Webb's Depth of Knowledge • Increase use of Word Problems and literacy/ vocabulary strategies • Celebration of student success/foster a growth mindset for students grappling with challenging content • Student Interest Surveys • Online activities and assessments with direct instruction regarding online math strategies • Frequent assessments and opportunities to re-assess same skills for mastery

Plan to Monitor Progress Toward G6. 8

School-wide math data trends and teacher instructional feedback

Person Responsible

Christopher Small

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

School Administrators will work to monitor the training and implementation of target math strategies.

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. 48% of students in the Lowest 25th percentile in grades 6-8 will make a learning gain on Math FSA Assessment **1**

 G096184

G1.B1 • Lack of prior knowledge • Number Sense learning gaps • Rigor of Math lessons • Student Motivation/Interest • Familiarity with online testing platform and online testing strategies • Student perseverance **2**

 B258859

G1.B1.S1 The following strategies will be used: • Additional use of higher order thinking questions • Use of Essential Questions based upon Webb's Depth of Knowledge • Parent Math/Science Night • STEM Career Exploration Event • Use of Success Maker and differentiated instruction • Use of ability groupings **4**

 S274105

Strategy Rationale

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile.

Action Step 1 **5**

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

Christopher Small

Schedule

On 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

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

School Administrators will work to monitor the training and implementation of target math strategies via our performance matters system as well as other data tracking systems for student performance measures.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

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

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

G1.B1.S2 • Use of enrichment and review activities from Go Math Curriculum • Before and after-school tutorials • Self-Awareness Weeks Events to share student data • Increase use of Word Problems and literacy/vocabulary strategies • Celebration of student success/foster a growth mindset for students grappling with challenging content **4**

 S274106

Strategy Rationale

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile.

Action Step 1 **5**

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School Administrators will work to monitor the training and implementation of target math strategies.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

Christopher Small

Schedule

On 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

G1.B1.S3 • Online activities and assessments with direct instruction regarding online math strategies • Frequent assessments and opportunities to re-assess same skills for mastery • FSA Saturday Stars 4

 S274107

Strategy Rationale

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile.

Action Step 1 5

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

School Administrators will work to monitor the training and implementation of target math strategies. Monthly meetings with teams and departments, conferences with parents, analysis of student data, and team collaborations will be used to monitor fidelity and implementation.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

G2. 47% of students in the Lowest 25th percentile in grades 6-8 will make a learning gain on ELA FSA Assessment **1**

 G096185

G2.B1 • Lack of prior knowledge • Rigor of reading lessons • Focus needed on inference and reading application skills • Sustained reading ability • Students reading the passage and not just looking for answers • Keyboarding skills • Summarizing instead of answering questions • Finding main idea key points • Integration of passages (dual passages) • Scheduling conflicts **2**

 B258860

G2.B1.S1 • Increase in Explicit Vocabulary Instruction • Student Data Tracking Sheets / Charts • Novel Studies and Advanced Enrichment Activities • Teaching notetaking • Common assessments on skills/ standards • Training other departments on reading strategies • Poetry Series and Increased Public Speaking opportunities for students **4**

 S274108

Strategy Rationale

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile.

Action Step 1 **5**

School Administrators will work to monitor the training and implementation of target ELA strategies.

Person Responsible

BJ Van Camp

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide ELA data trends and teacher instructional feedback.

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

School Administrators will work to monitor the trainings provided throughout the year and implementation of target ELA strategies. Administrators will also provide feedback as needed.

Person Responsible

BJ Van Camp

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide ELA data trends and teacher instructional feedback.

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

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile.

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

BJ Van Camp

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School-wide ELA data trends and teacher instructional feedback.

G3. 70% of students in grade 7 students, who participate in the civics End-of-Course Exam (EOC), will earn an achievement level of 3 or higher. 1

 G096186

G3.B1 • Lack of study habits necessary for EOC • Lack of prior knowledge(very small amount able to be covered in 6th) • Reading –detailed content • Poor or not aligned text • Limited text item bank 2

 B258861

G3.B1.S1 • Practice notetaking skills / memory games • CPALMS • Supplemental Material • Reading – coaching (instructor) 4

 S274109

Strategy Rationale

Additional training and monthly discussion of available resources and continuous reflection on current practices and student outcomes.

Action Step 1 5

Teachers will have the opportunity to participate in PD for working with struggling and ESE students.

Person Responsible

Chris Cowart

Schedule

Monthly, from 9/1/2017 to 10/21/2018

Evidence of Completion

Student performance will increase on classroom assessments

Action Step 2 5

Raa Saturday Stars - Saturday School for students in the bottom 35% to receive academic support.

Person Responsible

Timothy Girard

Schedule

Semiannually, from 8/15/2017 to 5/30/2018

Evidence of Completion

Teachers will see an increase in the performance by students on classroom assessments and during classroom discussions.

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

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance for our Civics EOC

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2017 to 5/27/2018

Evidence of Completion

Civics Monthly data trends and teacher instructional feedback.

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

School Administrators will work to monitor the training and implementation of target social science strategies.

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2017 to 5/27/2018


Evidence of Completion

Civics data trends and teacher instructional feedback.

G4. 60% of eighth grade students who take the Statewide Science Assessment (SSA) will earn an achievement level of 3 or higher. **1**

 G096187

G4.B1 • Gaps in scientific knowledge • Moderate understanding of scientific process • Vocabulary and word recognition Lack of background information. • Reading comprehension • Inability to make connections with abstract content (graphs, charts, variable identification, data analysis) **2**

 B258862

G4.B1.S1 • Increased attention to the scientific process • Vertical team meetings • Additional incorporation of science labs • Use of real world science experiments • Increased use of informational text and reading comprehension strategies • Teacher training in science teaching • Test retake to help show mastery of curriculum **4**

 S274110

Strategy Rationale

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in science. Building background knowledge in lower grades will also be helpful.

Action Step 1 **5**

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our science scores.

Person Responsible

BJ Van Camp

Schedule

Monthly, from 8/15/2017 to 8/15/2017

Evidence of Completion

School-wide science data trends and teacher instructional feedback.

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

School Administrators will work to monitor the training and implementation of target science resources and strategies.

Person Responsible

Chris Cowart

Schedule

Monthly, from 8/17/2017 to 8/17/2017

Evidence of Completion

School-wide science data trends and teacher instructional feedback.

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

School Administrators will work to monitor the trainings and implementation of target science strategies through monthly leadership, department, and team meetings.

Person Responsible

BJ Van Camp

Schedule

Monthly, from 8/17/2017 to 8/17/2017

Evidence of Completion

School-wide science data trends and teacher instructional feedback.


G5. 56% of students on grades 6-8 will earn a level 3 or higher on the FSA Reading Assessment. 1

 G096188

G5.B1 • Focus needed on inference and reading application skills • Sustained reading ability • Students reading the passage and not just looking for answers • Keyboarding skills • Summarizing instead of answering questions • Finding main idea key points 2

 B258863

G5.B1.S1 The school will utilize Achieve 3000 data to monitor student progress. Attendance conferences with truant students. 4

 S274111

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 8/15/2017 to 5/30/2018

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 G5.B1.S1 6

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

Person Responsible

Jan Bennitt

Schedule

Quarterly, from 8/15/2017 to 5/30/2018

Evidence of Completion

The reading coach will supply Achieve 3000 reports to administration quarterly

Plan to Monitor Effectiveness of Implementation of G5.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 8/15/2017 to 5/30/2018

Evidence of Completion

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

G6. 59% of students on grades 6-8 will earn a level 3 or higher on the FSA Mathematics Assessment. 1

 G096189

G6.B1 • Lack of prior knowledge • Number Sense learning gaps • Rigor of Math lessons • Student Motivation/Interest • Familiarity with online testing platform and online testing strategies • Student perseverance 2

 B258864

G6.B1.S1 • Additional use of higher order thinking questions • Use of Essential Questions based upon Webb's Depth of Knowledge • Use of ability groupings • Use of enrichment and review activities • Increase use of Word Problems and literacy/vocabulary strategies • Celebration of student success/ foster a growth mindset 4

 S274112

Strategy Rationale

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance.

Action Step 1 5

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in mathematics

Person Responsible

Christopher Small

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

School Administrators will work to monitor the training and implementation of target math strategies.

Person Responsible

Christopher Small

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in math.

Person Responsible

Christopher Small

Schedule













Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

School-wide math data trends and teacher instructional feedback.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|--------------------|-------------------------------|---|--------------------|
| 2018 | | | | | |
| G4.B1.S1.A1 A367971 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Van Camp, BJ | 8/15/2017 | School-wide science data trends and teacher instructional feedback. | 8/15/2017 monthly |
| G4.B1.S1.MA1 M395229 | School Administrators will work to monitor the trainings and implementation of target science... | Van Camp, BJ | 8/17/2017 | School-wide science data trends and teacher instructional feedback. | 8/17/2017 monthly |
| G4.B1.S1.MA1 M395230 | School Administrators will work to monitor the training and implementation of target science... | Cowart, Chris | 8/17/2017 | School-wide science data trends and teacher instructional feedback. | 8/17/2017 monthly |
| G1.MA1 M395222 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G2.MA1 M395225 | School-wide ELA data trends, Writing Performance scores, Lexile Levels through Achieve3000, and... | Van Camp, BJ | 8/14/2017 | School-wide ELA data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G1.B1.S1.MA1 M395216 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G1.B1.S1.MA1 M395217 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G1.B1.S1.A1 A367965 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 one-time |
| G2.B1.S1.MA1 M395223 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Van Camp, BJ | 8/14/2017 | School-wide ELA data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G2.B1.S1.MA1 M395224 | School Administrators will work to monitor the trainings provided throughout the year and... | Van Camp, BJ | 8/14/2017 | School-wide ELA data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G2.B1.S1.A1 A367968 | School Administrators will work to monitor the training and implementation of target ELA strategies. | Van Camp, BJ | 8/14/2017 | School-wide ELA data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G1.B1.S2.MA1 M395218 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 one-time |
| G1.B1.S2.MA1 M395219 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G1.B1.S2.A1 A367966 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Small, Christopher | 8/14/2017 | School Administrators will work to monitor the training and implementation of target math strategies. | 5/25/2018 monthly |
| G1.B1.S3.MA1 M395220 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G1.B1.S3.MA1 M395221 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | School-wide math data trends and teacher instructional feedback. | 5/25/2018 monthly |
| G1.B1.S3.A1 A367967 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/14/2017 | | 5/25/2018 monthly |
| G3.B1.S1.MA1 M395226 | School Administrators will work to monitor the training and implementation of target social science... | Cowart, Chris | 8/17/2017 | Civics data trends and teacher instructional feedback. | 5/27/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|--------------------|-------------------------------|---|------------------------|
| G3.B1.S1.MA1  M395227 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Cowart, Chris | 8/17/2017 | Civics Monthly data trends and teacher instructional feedback. | 5/27/2018 monthly |
| G3.MA1  M395228 | Civics data trends and teacher instructional feedback will be collected and used for on-going... | Cowart, Chris | 8/15/2017 | Student performance data and acquisition of quality points. | 5/30/2018 monthly |
| G4.MA1  M395231 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Van Camp, BJ | 8/15/2017 | School-wide science data trends and teacher instructional feedback. | 5/30/2018 monthly |
| G5.MA1  M395234 | Reading and language arts teachers will meet to discuss progress monitoring data for their students... | Bennitt, Jan | 8/15/2017 | 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. | 5/30/2018 monthly |
| G6.MA1  M395237 | School-wide math data trends and teacher instructional feedback | Small, Christopher | 8/15/2017 | School Administrators will work to monitor the training and implementation of target math strategies. | 5/30/2018 monthly |
| G3.B1.S1.A2  A367970 | Raa Saturday Stars - Saturday School for students in the bottom 35% to receive academic support. | Girard, Timothy | 8/15/2017 | Teachers will see an increase in the performance by students on classroom assessments and during classroom discussions. | 5/30/2018 semiannually |
| G5.B1.S1.MA1  M395232 | Review Achieve 3000 data reports to ensure teachers are assessing students. Attendance reviewed... | Cowart, Chris | 8/15/2017 | The APA, school reading coach and language arts teachers will examine student results and attendance issues from the reading program. | 5/30/2018 quarterly |
| G5.B1.S1.MA1  M395233 | Collect student data from Achieve 3000 to ensure students are progressing through the program. | Bennitt, Jan | 8/15/2017 | The reading coach will supply Achieve 3000 reports to administration quarterly | 5/30/2018 quarterly |
| G5.B1.S1.A1  A367972 | Students will go to the computer lab at least once a week with their language arts teacher to work... | | 8/15/2017 | Each week the school reading coach and language arts teachers will examine student results from the reading program. | 5/30/2018 weekly |
| G6.B1.S1.MA1  M395235 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Small, Christopher | 8/15/2017 | School-wide math data trends and teacher instructional feedback. | 5/30/2018 monthly |
| G6.B1.S1.MA1  M395236 | School Administrators will work to monitor the training and implementation of target math... | Small, Christopher | 8/15/2017 | School-wide math data trends and teacher instructional feedback. | 5/30/2018 monthly |
| G6.B1.S1.A1  A367973 | It is our expectation that the use of various progress monitoring strategies, ongoing communication... | Small, Christopher | 8/15/2017 | School-wide math data trends and teacher instructional feedback. | 5/30/2018 monthly |
| G3.B1.S1.A1  A367969 | Teachers will have the opportunity to participate in PD for working with struggling and ESE... | Cowart, Chris | 9/1/2017 | Student performance will increase on classroom assessments | 10/21/2018 monthly |

V. Professional Development Opportunities

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

G3. 70% of students in grade 7 students, who participate in the civics End-of-Course Exam (EOC), will earn an achievement level of 3 or higher.

G3.B1 • Lack of study habits necessary for EOC • Lack of prior knowledge(very small amount able to be covered in 6th) • Reading –detailed content • Poor or not aligned text • Limited text item bank

G3.B1.S1 • Practice notetaking skills / memory games • CPALMS • Supplemental Material • Reading – coaching (instructor)

PD Opportunity 1

Teachers will have the opportunity to participate in PD for working with struggling and ESE students.

Facilitator

FDLRS

Participants

Teachers

Schedule

Monthly, from 9/1/2017 to 10/21/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|--------------------------|--------------------------|-----|------------|
| 1 | G1.B1.S1.A1 | School Administrators will work to monitor the training and implementation of target math strategies. | | | | \$0.00 |
| 2 | G1.B1.S2.A1 | It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our lowest quartile. | | | | \$0.00 |
| 3 | G1.B1.S3.A1 | School Administrators will work to monitor the training and implementation of target math strategies. | | | | \$0.00 |
| 4 | G2.B1.S1.A1 | School Administrators will work to monitor the training and implementation of target ELA strategies. | | | | \$0.00 |
| 5 | G3.B1.S1.A1 | Teachers will have the opportunity to participate in PD for working with struggling and ESE students. | | | | \$0.00 |
| 6 | G3.B1.S1.A2 | Raa Saturday Stars - Saturday School for students in the bottom 35% to receive academic support. | | | | \$1,530.96 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1100 | 120-Classroom Teachers | 0092 - Raa Middle School | School Improvement Funds | | \$1,530.96 |
| 7 | G4.B1.S1.A1 | It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in our science scores. | | | | \$0.00 |
| 8 | G5.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 |
| 9 | G6.B1.S1.A1 | It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes will help to refine and improve student performance in mathematics | | | | \$0.00 |
| Total: | | | | | | \$1,530.96 |