

Duval County Public Schools

# William M. Raines High School



2019-20 Schoolwide Improvement Plan

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# William M. Raines High School

3663 RAINES AVE, Jacksonville, FL 32209

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

## Demographics

**Principal: Vincent Hall R**

Start Date for this Principal: 8/29/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (47%) 2016-17: C (47%) 2015-16: C (43%) 2014-15: D (40%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To prepare for educational excellence in every classroom, for every student, every day.

**Provide the school's vision statement.**

Every student is prepared for college, career, and life.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Hall, Vincent	Principal	It is the principal's responsibility to provide the instruction leadership and support to assistant principals and teachers in the varying content areas. Teachers and administrators receive immediate feedback from classroom/common planning observations to ensure high quality planned lesson are aligned to the standards and delivered at a level three achievement level. The principal is also the community engagement leader consistently providing opportunities for business and faith-based partnerships to support the academic and non-academic needs of our students and their families.
Stallings, Brandie	Assistant Principal	Ms. Stallings is the administrator responsible for ensuring the school's master schedule meets the state and district requirements for teachers and students. She ensures students are scheduled based upon the district's master scheduling guidelines with teachers who have demonstrated strengths based upon data and certification to teach the content. She also acts the school's designee and administrator over the ELA and reading department.

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	452	438	344	247	1481
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	47	55	46	25	173
One or more suspensions	0	0	0	0	0	0	0	0	0	90	100	66	84	340
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	19	40	48	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	201	190	142	105	638

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	70	64	46	29	209

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	18	7	7	2	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	12	2	2	24

**FTE units allocated to school (total number of teacher units)**

56

**Date this data was collected or last updated**

Thursday 8/29/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	20%	47%	56%	15%	46%	53%
ELA Learning Gains	35%	48%	51%	28%	45%	49%
ELA Lowest 25th Percentile	31%	42%	42%	29%	39%	41%
Math Achievement	37%	51%	51%	46%	59%	49%
Math Learning Gains	44%	52%	48%	50%	52%	44%
Math Lowest 25th Percentile	37%	47%	45%	33%	45%	39%
Science Achievement	39%	65%	68%	50%	64%	65%
Social Studies Achievement	32%	70%	73%	41%	64%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	452 (0)	438 (0)	344 (0)	247 (0)	1481 (0)
Attendance below 90 percent	47 ( )	55 ( )	46 ( )	25 ( )	173 (0)
One or more suspensions	90 (0)	100 (0)	66 (0)	84 (0)	340 (0)
Course failure in ELA or Math	19 (0)	40 (0)	48 (0)	0 (0)	107 (0)
Level 1 on statewide assessment	201 (0)	190 (0)	142 (0)	105 (0)	638 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	19%	48%	-29%	55%	-36%
	2018	19%	48%	-29%	53%	-34%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	21%	48%	-27%	53%	-32%
	2018	19%	49%	-30%	53%	-34%
Same Grade Comparison		2%				
Cohort Comparison		2%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	38%	67%	-29%	67%	-29%
2018	37%	63%	-26%	65%	-28%
Compare		1%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	31%	68%	-37%	70%	-39%
2018	35%	64%	-29%	68%	-33%
Compare		-4%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	32%	57%	-25%	61%	-29%
2018	37%	61%	-24%	62%	-25%
Compare		-5%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	40%	61%	-21%	57%	-17%
2018	32%	57%	-25%	56%	-24%
Compare		8%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	26	29	21	33	33	26	25		100	89
BLK	20	36	32	38	44	37	38	31		92	94
HSP	18	40		25							
MUL	30										
FRL	18	34	31	36	43	38	36	32		94	94
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	19	12	19	54		16	17		96	77
BLK	19	33	36	34	52	35	35	34		91	92
HSP	10	30									
MUL	33	60		40				40			
FRL	17	32	37	35	51	39	34	34		91	93
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	1	14	18	15	33		35	35		84	88
BLK	14	28	28	46	52	33	49	40		92	87
MUL	50	50									
FRL	13	28	30	42	47	33	49	39		92	84

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading was the component where the students scored the lowest. Although we increased in the overall reading proficiency, all students who entered as a level 3 did not maintain a level 3 on the last test. Thirty-five of our tenth grade targeted students scored within five points of proficiency. The teachers taught the standard, but did not provide enough question stems to provide the variety acceptable response mechanisms. There was too much scaffolding and not enough grade level instruction. The implementation of various interventions was stagnant at the beginning of the year. We must also make a concerted effort to target our multiracial, Hispanic, and student with disabilities.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The percent of overall learning gains declined from 54 percent to 44 percent. Students were not consistently exposed to content standard aligned materials and explicit instruction. There were also many missed opportunities for students to "productive struggle; and to complete error analyses as a method of understanding the content. Although students were targeted, more explicit instruction and remediation was not consistently executed. There needs to be a refocus of reteaching and consistent and strategic re-assessing. Many of the students who impacted our data were not students in our school.

We must also make a concerted effort to target our multiracial, Hispanic, and student with disabilities.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The S History component has the greatest gap in percentage proficient compared to the state. Many of the students taking the US History exam are considered to be level readers. Many of the students have a problem with decoding the text they must read and interpret. The students were given the opportunity to engage with a new supplemental curriculum, "Discovery Education". Although the curriculum contained a plethora of resources to be used, many of the activities were not aligned to the tests. The questions asked in the curriculum's quiz/test session were low ordered and difficult to write by the two new teachers. Teachers also struggled with to orchestrate small group sessions for

remediation.

We must make a concerted effort to target the Hispanic, multiracial, and student with disabilities.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Biology increased from 36 percent proficiency to a 39 percent proficiency. The Professional Learning Communities were very purposeful. Teachers were very eager to analyze the data. They were always interested in what the data dictated to teach in their focus lessons. The teachers truly collaborated in this effort and discussed many possible options to teaching and student grouping. The teachers begin to use more of the experiential labs via PENDA and other labs. There were regularly scheduled data chats with teachers and the administrator and the teacher and students. Many of the students attended the Saturday school and after school sessions.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The number of students being suspended, as it impacts seat time which equates to loss learning opportunities.

The number of students who are entering the ninth grade as a level one and not demonstrating growth for two or three years while matriculating.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Targeting the multiracial, Hispanic, and student with disabilities and providing those students with additional support in all of the accountability areas.
2. Reading Proficiency and learning gains for all students and those in the bottom quartile.
3. Math proficiency and learning gains for all students especially in the bottom quartile.
4. Increasing the percent of students demonstrating proficiency in US History.
5. Increase the percent of students demonstrating proficiency in Biology.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Reading Proficiency
<b>Rationale</b>	To change my reading interventionist position to a full time reading position, to decrease the the number of students in the classrooms and provide more intensive small group instruction. Adding a English Language Arts position to decrease the number of students in classes to provide more intensive small group instruction , and balancing for class size.
<b>State the measurable outcome the school plans to achieve</b>	The school's goals are 25% proficiency, 50% learning gains, and 50% bottom quartile learning gains.
<b>Person responsible for monitoring outcome</b>	Brandie Stallings (stallingsb@duvalschools.org)
<b>Evidence-based Strategy</b>	Improve Student to teacher ratio
<b>Rationale for Evidence-based Strategy</b>	Some research shows students learn better in a classroom setting of fewer students and high quality instructional delivery.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The teachers will be added to the master schedule to increase the number of ELA and reading teachers delivering high quality instruction to the various students assigned.</li> <li>2. The teachers will be guided in the planning process so they are learning to analyze student data to group students in the instructional delivery.</li> <li>3. The teachers will be able to provide more intensive support and more tutorial sessions for students.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Brandie Stallings (stallingsb@duvalschools.org)

<b>#2</b>	
<b>Title</b>	Math Proficiency
<b>Rationale</b>	The math coach position will be changed to become a math teacher position. This change will help in meeting class size and providing more intensive support to students who are in need of small group instruction. Also, adding an additional math teacher.
<b>State the measurable outcome the school plans to achieve</b>	The school's goal is to achieve 45% overall proficiency (geometry and algebra I), 50% in overall learning gains, and 50% in bottom quartile learning gains.
<b>Person responsible for monitoring outcome</b>	Natasha Williams (williamsn3@duvalschools.org)
<b>Evidence-based Strategy</b>	Improve student to teacher ratio
<b>Rationale for Evidence-based Strategy</b>	Some research shows students learn better in a classroom setting of fewer students and high quality instructional delivery.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The teacher will be added to the master schedule. This will allow for a decreased class size and more support.</li> <li>2. This will allow for another teacher to be added for instructional support and tutorial sessions.</li> <li>3. This will allow for more students to be double blocked in the mth course.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]



<b>#3</b>	
<b>Title</b>	Science Proficiency
<b>Rationale</b>	Adding another science teacher provides opportunity for smaller class sizes and more sections for biology. As a the student population grows, more students are in need of biology at the varying grade bands.
<b>State the measurable outcome the school plans to achieve</b>	The science proficiency was 38% last year. This year our goal is to have at least 50% of our students demonstrating proficiency.
<b>Person responsible for monitoring outcome</b>	Anthony Scarlett (scarletta1@duvalschools.org)
<b>Evidence-based Strategy</b>	Improve teacher to student ratio
<b>Rationale for Evidence-based Strategy</b>	Some research shows students learn better in a classroom setting of fewer students and high quality instructional delivery.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Adding the additional teacher to increase the number of sections being poffered in biology.</li> <li>2. Another teacher added to the PLC for planning and classroom for delivery.</li> </ol> <p>Additional teacher to provide tutorial sessions after school and or on Saturdays.</p> <p>.</p> <ol style="list-style-type: none"> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Anthony Scarlett (scarletta1@duvalschools.org)

<b>#4</b>	
<b>Title</b>	Multi-assignment tutorial support
<b>Rationale</b>	This type of support is needed for after school and Saturday school tutorial sessions. This will allow for students to receive additional academic support.
<b>State the measurable outcome the school plans to achieve</b>	Students tend to better academically in class and on tests.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Students time on task
<b>Rationale for Evidence-based Strategy</b>	Students tend to perform at higher levels when experiencing high quality instruction and more time on tsdk.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create opportunities for students to experience tutorial sessions by various teachers.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#5</b>	
<b>Title</b>	Purchasing Laptops
<b>Rationale</b>	Providing students with more access to online educational experiences such as instructional software and online testing.
<b>State the measurable outcome the school plans to achieve</b>	Students will be able to have access to online software available in the various content areas, and take online test for immediate results.
<b>Person responsible for monitoring outcome</b>	Brandie Stallings (stallingsb@duvalschools.org)
<b>Evidence-based Strategy</b>	Allowing students more access to technology.
<b>Rationale for Evidence-based Strategy</b>	Students tend to do better when being exposed to the various teaching modalities. Technology allows for students to research, engage with interactive software, test with immediate results. This allows the teacher to expedite corrective action necessary for students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide teachers the opportunity to utilize the laptop carts on a regular basis.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#6</b>	
<b>Title</b>	Fund Educational Experiences for College Tours and field trips
<b>Rationale</b>	This will provide opportunities for students to experience learning experiences aligned to the content's curriculum. The college tours will be centered around providing student exposure to the college experience. Hopefully, student will be able to see themselves in college.
<b>State the measurable outcome the school plans to achieve</b>	Usually, students are able to apply the learning of content area standards to real world applications/situations. The more students see themselves or students like them on the college campus, it ends the notion that only some students are college ready.
<b>Person responsible for monitoring outcome</b>	Vincent Hall (hallv@duvalschools.org)
<b>Evidence-based Strategy</b>	Learning through application and experience.
<b>Rationale for Evidence-based Strategy</b>	This strategy allows students to apply, observe, and or experience content related material to real world applications.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#7</b>	
<b>Title</b>	Dean of Students
<b>Rationale</b>	An additional dean allows for students to receive immediate educational opportunities related to what it takes to become a productive student. The deans provide restorative justice and peer monitoring opportunities.
<b>State the measurable outcome the school plans to achieve</b>	Fewer student suspensions, and more students following the guiding principles.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Improve student success with improved student teacher to student ratio.
<b>Rationale for Evidence-based Strategy</b>	The opportunity for students to receive immediate corrective feedback and parental contact decreases student's negative behavior.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Divide the ninth and tenth grade students so two people are responsible for teaching and modifying behaviors.</li> <li>2. Providing more mentoring opportunities.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

All school improvement priorities will be closely monitored and discussed at each administrative, professional learning community, and leadership team meeting. The administrators will closely analyze the varying content area data and provide instructional support to improve the planning and delivery for students. Teachers will be required to engage in data chats with the students. The academic interventions will begin the third week of school and remain tightly focused and implemented throughout the year. Interventions will also require some method of reassessing the standard. The data chats will focus primarily on the academic performance or factors contributing to the non-performance such as attendance, suspensions, and behavior.

As we continue with restorative justice practices, the school will increase the opportunities for students to be exposed to various career enriching and college going opportunities. There will be an intentional and strategic focus on the multiracial, Hispanic, and student with disabilities.

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school will continue to host various family oriented activities allowing parents to understand the various programs available on campus to assist with the students' non-academic needs. Parents will attend open house, Math and ELA nights, Data Dive Night, family fun night, and the Amazing Race, all showcasing the school's available programs and extracurricular activities. Families will also receive weekly informational messages via phone and text about important dates and times for testing and special programs. Parents and other community stakeholders will be invited to join the PTSA, School Advisory Council and booster clubs. Parents and a community members are always invited to the "Taste of Raones" where the arts department showcase the students' talents at our Winter Wonderland.

#### **PFEP Link**

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

#### **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.**

Students have the unique opportunity to be taught lessons about mental health once a month and able to meet with the school's mental health counselor. They also have many opportunities to join the various school organizations which are sponsored by faculty willing to connect with them and provide them enriching experiences. All students are able to meet with the professional school counselor each day during lunch or specified office hours. The students at Raines are also afforded the opportunity to meet with medical professionals through the full service program.

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

During the summer, the students are always invited to participate in the Back to School orientation. This orientation is designed to showcase all of the various programs available to our students and their families. Students are given information about the school's uniform policy, protocols, rich history, behavior and academic expectations. The guidance department leads workshops for seniors prepare to leave for their post-secondary paths. We have established a career and academic advisement center where college representatives can meet them and discuss their career goals and prerequisites.

#### **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 school leadership team follows the direct guidelines issued by the state and district governance for personnel, instruction and monetary allocations. On monies that are available for school allocation are decided upon by the school's leadership team and shared decision making team. The information is gathered through the various constituents, discussed, then voted for or against. All monies spent are to improve the academic welfare of each student. The varying needs are listed and allocated based upon priority. h

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

There are many colleges and universities invited to share information about their admission requirements. The guidance counselors also host a college and career fair where many of our students are admitted to college on the spot. The students also have many opportunities to go on college visits with the various organizations or school counselors.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Reading Proficiency	\$0.00
2	III.A.	Areas of Focus: Math Proficiency	\$0.00
3	III.A.	Areas of Focus: Science Proficiency	\$0.00
4	III.A.	Areas of Focus: Multi-assignment tutorial support	\$0.00
5	III.A.	Areas of Focus: Purchasing Laptops	\$0.00
6	III.A.	Areas of Focus: Fund Educational Experiences for College Tours and field trips	\$0.00
7	III.A.	Areas of Focus: Dean of Students	\$0.00
<b>Total:</b>			<b>\$0.00</b>