Raa Middle School

2019-20 Schoolwide Improvement Plan

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Raa Middle School

401 W THARPE ST, Tallahassee, FL 32303

https://www.leonschools.net/raa

Demographics

Principal: Marcus Scott

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: C (51%) 2017-18: B (58%) 2016-17: B (54%) 2015-16: B (55%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Leon County School Board.

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.

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

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

It is the vision of Augusta Raa Arts Magnet Middle School to prepare all students to achieve in academics and the arts through inspiring investments in leadership and service.

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
Small, Christopher	Principal	
Thompson, Samuel	Dean	
Cowart, Chris	Assistant Principal	
Collins, Terry	Teacher, K-12	
Harrison, Natalee	Teacher, K-12	
Kerrigan, Kathy	School Counselor	
Girard, Timothy	Teacher, K-12	
Van Camp, BJ	Assistant Principal	
White, Trikia	Instructional Coach	
Wheeler, Mary	Teacher, K-12	
Aylward, Katharine	Teacher, K-12	
Harrell, Kelbe	Teacher, ESE	
Farmer, Erica	Teacher, K-12	
Hill, Daphne	Teacher, K-12	
Robinson, Portia	School Counselor	

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	341	328	285	0	0	0	0	954
Attendance below 90 percent	0	0	0	0	0	0	24	37	22	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	1	3	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	3	15	11	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	92	114	78	0	0	0	0	284

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	11	27	15	0	0	0	0	53

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	3	2	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

51

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported

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	32	46	40	0	0	0	0	118
One or more suspensions	0	0	0	0	0	0	39	25	12	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	21	32	28	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	0	0	0	102	75	68	0	0	0	0	245

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	21	20	15	0	0	0	0	56

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	32	46	40	0	0	0	0	118
One or more suspensions	0	0	0	0	0	0	39	25	12	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	21	32	28	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	0	0	0	102	75	68	0	0	0	0	245

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	21	20	15	0	0	0	0	56

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	52%	55%	54%	51%	53%	52%
ELA Learning Gains	49%	53%	54%	50%	53%	54%
ELA Lowest 25th Percentile	36%	42%	47%	42%	44%	44%
Math Achievement	54%	59%	58%	54%	58%	56%
Math Learning Gains	47%	58%	57%	51%	57%	57%
Math Lowest 25th Percentile	36%	47%	51%	43%	51%	50%
Science Achievement	50%	49%	51%	58%	53%	50%
Social Studies Achievement	68%	75%	72%	65%	71%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	341 (0)	328 (0)	285 (0)	954 (0)
Attendance below 90 percent	24 (32)	37 (46)	22 (40)	83 (118)
One or more suspensions	1 (39)	3 (25)	0 (12)	4 (76)
Course failure in ELA or Math	3 (21)	15 (32)	11 (28)	29 (81)
Level 1 on statewide assessment	92 (102)	114 (75)	78 (68)	284 (245)

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
06	2019	51%	54%	-3%	54%	-3%
	2018	51%	57%	-6%	52%	-1%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	49%	56%	-7%	52%	-3%
	2018	47%	54%	-7%	51%	-4%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
08	2019	54%	59%	-5%	56%	-2%
	2018	65%	62%	3%	58%	7%
Same Grade Comparison		-11%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	48%	53%	-5%	55%	-7%
	2018	58%	59%	-1%	52%	6%
Same Grade Comparison		-10%				
Cohort Comparison						
07	2019	54%	60%	-6%	54%	0%
	2018	59%	55%	4%	54%	5%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
08	2019	29%	45%	-16%	46%	-17%
	2018	43%	44%	-1%	45%	-2%
Same Grade Comparison		-14%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	42%	44%	-2%	48%	-6%
	2018	39%	49%	-10%	50%	-11%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	70%	21%	67%	24%
2018	100%	69%	31%	65%	35%
Compare		-9%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	75%	-9%	71%	-5%
2018	69%	73%	-4%	71%	-2%
Compare		-3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	69%	22%	61%	30%
2018	97%	71%	26%	62%	35%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	67%	30%	57%	40%
2018	100%	60%	40%	56%	44%
Compare		-3%			

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	25	40	35	27	48	42	11	32			
ELL	20			30	27						
ASN	38	25		62	38						
BLK	41	43	37	42	40	29	35	56	52		
HSP	46	44		44	44			70			
MUL	59	57		57	59			92			
WHT	69	58	39	72	57	51	70	80	75		
FRL	43	44	35	46	45	36	41	59	54		

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	25	46	44	24	45	42	20	29			
ELL	25	47	60	63	73						
ASN	60										
BLK	43	53	51	48	54	46	31	55	58		
HSP	71	67	80	59	68	64	55		45		

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
MUL	50	55	60	50	45		27				
WHT	70	62	51	81	74	59	75	83	75		
FRL	44	51	48	51	59	46	32	58	51		
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	19	35	30	19	42	40	22	48			
ELL	10	17		40	46						
ASN		60			50						
BLK	38	42	38	39	46	39	43	54	68		
HSP	45	38		65	59		91	68			
MUL	48	39		48	48						
WHT	67	63	50	69	55	48	72	78	66		
FRL	39	43	39	41	45	42	46	53	56		

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	41
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
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	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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.

Our lowest data components were ELA Lowest 25th percentile and Math Lowest 25th percentile making learning gains at 36% each. Contributing factors to these areas include but are not limited to gaps in instructional practices, the need for supplemental resources for Tier 2 and Tier 3 Interventions, number of students taking their appropriate grade level state assessment, and changes in staffing.

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

Our data components that showed the greatest decline from the prior year were ELA Lowest 25th percentile and Math Lowest 25th percentile making learning gains at 36%, which was down from 53% for ELA and 50% for Math the prior year. This is an overall decease of 17% for ELA and 14% for Math. Factors contributing to this decline include, but are not limited to gaps in instructional practices, the need for supplemental resources for Tier 2 and Tier 3 Interventions, number of students taking their appropriate grade level state assessment, and changes in staffing.

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 data component that has the greatest gap when compared to the state average was Math Lowest 25th percentile making learning gains at 36% in comparison to the state average of 51%. This is a gap of 15 percentage points and contributing factors include but are not limited to gaps in instructional practices, the need for supplemental resources for Tier 2 and Tier 3 Interventions, number of students taking their appropriate grade level state assessment, and changes in staffing.

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

The component that showed the most improvement was science achievement at 50% in comparison to the prior year of 49%. Actions that contributed to this growth of 1% include but are not limited to changes in scheduling and teaching assignments and collaborative teaching practices.

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

One area of concern from the EWS data is the number of Level 1 students on statewide assessment. Specifically for 7th grade students this number has increased from 75 students to 114. Contributing factors include but are not limited to gaps in instructional practices, the need for supplemental

resources for Tier 2 and Tier 3 Interventions, number of students taking their appropriate grade level state assessment, and changes in staffing.

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

1. ELA Lowest 25th Percentile Making Learning Gains
2. Math Lowest 25th percentile Making Learning Gains
3. Overall Math Learning Gains
4. Overall ELA Learning Gains
5. Science Acheivement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lowest 25th Percentile on English Language Arts FSA Assessment
Rationale	Based upon our current data and student needs we have committed ourselves to helping to close the achievement gap for our students that are performing below grade level in English Language Arts. Additionally, there is a gap between the performance of subgroups (African-Americans, English Language Learners, and Students with Disabilities).

State the measurable outcome the school plans to achieve

57% of students in grades 6-8 classified as being in our lowest 25th percentile will make a learning gain on the English Language Arts FSA Assessment.

Person responsible for monitoring outcome

BJ Van Camp (vancampbj@leonschools.net)

Evidence-based Strategy

In addition to the core Tier I strategies that will be used school wide for English Language Arts Courses, the following additional strategies will be used to assist with our Lowest 25th percentile:
• Literacy Weekend Workshops for Students
• Student Data Chats each 9weeks with students
• Increase in Explicit Vocabulary Instruction within Context
• Novel Studies and Advanced Enrichment Activities
• Poetry Series and Increased Public Speaking opportunities for students
• Vertical Team meetings and articulations
• Collections and Common Lit Resources
• iReady Reading Program for Reading Interventions
• Oral Reading Fluency Checks
• STAR Benchmark Testing for Level 1 and Level 2 Students
• Blocked Reading and Language Arts Classes for Level 1 students
• Teaching notetaking and organizational Skills
• Common assessments on skills/standards
• Training other departments on reading strategies (NGCARPD)
• Strategic Instructional Model (SIM) Training for Learning Strategies
Increased Parental Involvement

Rationale for Evidence-based Strategy

Our rationales for selecting the above strategies each relate to the following concerns and correlations:
• Students lack of prior knowledge
• Rigor of reading lessons
• Focus needed on inference and reading application skills
• Student Reading Endurance for longer text passages
• Reading Comprehension versus just looking for answers within the text
• Keyboarding skills
• Oral Reading Fluency
• Integration of Knowledge and Ideas – Evaluate arguments and content in diverse formats
• Knowledge and Ideas – Citing Text Evidence to support conclusions
• Integration of passages (dual passages)

• English Language Learners and Students with Disabilities struggling to interpret information within the text

Action Step	
Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target English Language Arts strategies. Administrators will also provide feedback as needed. The following action step items will also be used to monitor performance: • District quarterly assessments • Reading collections • Benchmark assessments • Novel study Assessments • Common Lit Unit Assessments • Achieve 3000 Level Set • STAR Testing
Person Responsible	Natalee Harrison (harrisonn1@leonschools.net)

#2	
Title	Lowest 25th Percentile on Mathematics FSA Assessment
Rationale	Based upon our current data and student needs we have committed ourselves to helping to close the achievement gap for our students that are performing below grade level in Math. Additionally, there is a gap between the performance of subgroups (African-Americans, English Language Learners, and Students with Disabilities).

State the measurable outcome the school plans to achieve	66% of students in grades 6-8 classified as being in our lowest 25th percentile will make a learning gain on the Mathematics FSA Assessment.
Person responsible for monitoring outcome	Christopher Small (smallc@leonschools.net)
Evidence-based Strategy	In addition to the above Tier I strategies that will be used school wide for Mathematics Courses, the following additional strategies will be used to assist with our Lowest 25th percentile: • Additional use of higher order thinking questions based upon Webb's Depth of Knowledge • Parent Math/Science Night and/or STEM Career Exploration Event • Use of iXL Math Program school-wide • Use of small groups for remediation and intervention • Use of enrichment and review activities from Go Math Curriculum • Before/ after-school tutorials • Student Data Chats each quarter • Increase use of Word Problems and literacy/vocabulary strategies • Celebration of student success/foster a growth mindset for students grappling with challenging content • Frequent assessments and opportunities to re-assess skills for mastery • FSA/EOC Saturday School Sessions • Professional Learning Communities to analyze student data and plan instructional strategies • Incorporate Universal Design for Learning Increased Parental Involvement
Rationale for Evidence-based Strategy	Our rationales for selecting the above strategies each relate to the following concerns and correlations: • Students lack of prior knowledge • Number Sense learning gaps • Rigor of Math lessons • Student Motivation/Interest • Need for additional Intervention Supports • Expressions and Equations – Solving real-life math problems using equations • Geometric Concepts – Angles, Area, Surface Area and Volume • Familiarity with online testing platform and online testing strategies • Students Taking multiple math classes due to missing quality points (PLATO) • Standards-aligned formative assessments • English Language Learners and Students with Disabilities struggling to interpret word problems and multi-step procedures

Action Step	

Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Math strategies. Administrators will also provide feedback as needed. The following action step items will also be used to monitor performance: • FOCUS grades and comments/Progress alerts for parents • Review teacher lesson plans for instructional strategies to engage all learners • Go Math and IXL data reports • Baseline, Midyear, and End of Year District Course Assessments • Standards-based assessments by module or quarter • Student-teacher progress monitoring discussions
Person Responsible	Mary Wheeler (wheelerm1@leonschools.net)

#3	
Title	Proficiency and Learning Gains on Math FSA and EOC Assessments
Rationale	It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to refine and improve student performance and teacher instructional practices related to Mathematics.

State the measurable outcome the school plans to achieve	65% of students in grades 6-8 will score a level 3 or higher as reported for the Mathematics reporting category of school grade criteria (FSA Math and Math End of Course Exams).
Person responsible for monitoring outcome	Christopher Small (smallc@leonschools.net)
Evidence-based Strategy	Below are the strategies we plan to utilize in order to achieve our intended outcome: • Additional use of higher order thinking questions based upon Webb's Depth of Knowledge • Parent Math/Science Night and/or STEM Career Exploration Event • Use of iXL Math Program school-wide • Use of small groups for remediation and intervention • Use of enrichment and review activities from Go Math Curriculum • Before/ after-school tutorials • Student Data Chats each 9weeks with students • Increase use of Word Problems and literacy/vocabulary strategies • Celebration of student success/foster a growth mindset for students grappling with challenging content • Frequent assessments and opportunities to re-assess same skills for mastery • FSA/EOC Saturday School Sessions • Professional Learning Communities to analyze student data and plan instructional strategies • Incorporate Universal Design for Learning Increased Involvement Strategies
Rationale for Evidence-based Strategy	Our rationales for selecting the above strategies each relate to the following concerns and correlations: • Students lack of prior knowledge • Number Sense learning gaps • Rigor of Math lessons • Student Motivation/Interest • Need for additional Intervention Supports • Expressions and Equations – Solving real-life math problems using equations • Geometric Concepts – Angles, Area, Surface Area and Volume • Familiarity with online testing platform and online testing strategies • Students Taking multiple math classes due to missing quality points (PLATO) • Standards-aligned formative assessments • English Language Learners and Students with Disabilities struggling to interpret word problems and multi-step procedures

Action Step	
Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Math strategies. Administrators will also provide feedback

as needed. The following action step items will also be used to monitor performance:
• FOCUS grades and comments/Progress alerts for parents
• Review teacher lesson plans for instructional strategies to engage all learners
• Go Math and IXL data reports
• Baseline, Midyear, and End of Year District Course Assessments
• Standards-based assessments by module or quarter
• Student-teacher progress monitoring discussions

Person Responsible   Mary Wheeler (wheelerm1@leonschools.net)

#4	
Title	Proficiency and Learning Gains on English Language Arts FSA Assessment
Rationale	It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to refine and improve student performance and teacher instructional practices related to English Language Arts.

State the measurable outcome the school plans to achieve	59% of students in grades 6-8 will score a level 3 or higher on the English Language Arts FSA Assessment.
Person responsible for monitoring outcome	BJ Van Camp (vancampbj@leonschools.net)
Evidence-based Strategy	Below are the strategies we plan to utilize in order to achieve our intended outcome: • Literacy Night Events for Parents • Literacy Weekend Workshops for Students • Student Data Chats each 9weeks with students • Increase in Explicit Vocabulary Instruction within Context • Student Data Tracking Sheets / Charts • Novel Studies and Advanced Enrichment Activities • Poetry Series and Increased Public Speaking opportunities for students • Vertical Team meetings and articulations • Collections and Common Lit Resources • iReady Reading Program for Reading Interventions • Oral Reading Fluency Checks • STAR Benchmark Testing for Level 1 and Level 2 Students • Blocked Reading and Language Arts Classes for Level 1 students • Teaching notetaking and organizational Skills • Common assessments on skills/standards • Training other departments on reading strategies (NGCARPD) • Strategic Instructional Model (SIM) Training for Learning Strategies Increased Parental Involvement
Rationale for Evidence-based Strategy	Our rationales for selecting the above strategies each relate to the following concerns and correlations: • Lack of prior knowledge • Rigor of reading lessons • Focus needed on inference and reading application skills • Student Reading Endurance for longer text passages • Reading Comprehension versus just looking for answers within the text • Keyboarding skills • Oral Reading Fluency • Integration of Knowledge and Ideas – Evaluate arguments and content in diverse formats • Knowledge and Ideas – Citing Text Evidence to support conclusions • Integration of passages (dual passages) • English Language Learners and Students with Disabilities struggling to interpret information within the text

Action Step	

Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target English Language Arts strategies. Administrators will also provide feedback as needed. The following items will also be used to monitor performance: • District quarterly assessments • Reading collections • Benchmark assessments • Novel study Assessments • Common Lit Unit Assessments • Achieve 3000 Level Set • STAR Testing
Person Responsible	Natalee Harrison (harrisonn1@leonschools.net)

#5	
Title	Proficiency on State Science and EOC Assessment
Rationale	As one of our top five lowest performing areas in the previous school year 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.

State the measurable outcome the school plans to achieve	65% of students in grades 6-8 will score a level three or higher on the State Science or Biology EOC Assessment.
Person responsible for monitoring outcome	BJ Van Camp (vancampbj@leonschools.net)
Evidence-based Strategy	Below are the strategies we plan to utilize in order to achieve our intended outcome: • 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 and Pearson Textbooks resources • iXL Subscriptions for 8th grade science • Increased use of informational text and reading comprehension strategies • Teacher training in science teaching and learning • Test retake to help show mastery of curriculum • Before school tutorials • Science Fieldtrips and Saturday Sessions Increased Parental Involvement
Rationale for Evidence-based Strategy	Our rationales for selecting the above strategies each relate to the following concerns and correlations: • Gaps in scientific knowledge • Moderate understanding of scientific process • Vocabulary and word recognition • Rigor of Science Lessons • Life Science • Nature of Science Concepts • Reading comprehension Skills • Inability to make connections with abstract content (graphs, charts, variable identification, data analysis)

Action Step	
Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Science strategies. Administrators will also provide feedback as needed. The following items will also be used to monitor performance: • County tests: baseline, mid-year, end-of-year exams • Progress reports • Performance Matters/ Unify

• iXL Progress Monitoring for 8th Grade
• Chapter/unit tests
• Standards Based Assessments

Person Responsible   Daphne Hill (hilld@leonschools.net)

#6	
Title	Positive Behavior Intervention Support with Discipline and Attendance
Rationale	Based upon previous school data related to academic performance, attendance, discipline, and other Early Warning Systems there is a need for additional attention to be given to designing programs to meet the psychosocial, emotional, and economic needs of our student population.

State the measurable outcome the school plans to achieve	Maintain a safe and orderly school environment by integrating school wide discipline plan through assemblies, incentives, and visual reinforcement of the school wide behavior expectations throughout the campus. Reduce number of referrals for minority students and reduce number of students with multiple referrals and/or suspensions. Increase the percent of students with attendance rates above 90%.
Person responsible for monitoring outcome	Chris Cowart (cowartc@leonschools.net)
Evidence-based Strategy	Below are the strategies we plan to utilize in order to achieve our intended outcomes: • Guidance, parents and student conferences • Full-time dean of students • PBIS Committee Chair • School-wide PBIS Committee • Increase signage around campus with behavior expectations • Faculty/staff mentor program for students needing additional support • Pilot FOCUS PBIS Dojo System • Initiate attendance incentives and recognitions each 9weeks • Hiring of School Safety Monitor • Continuation of New Horizons Program targeting character building and conflict resolution • The Leader In Me Pilot project to target character building and mutual respect for diversity and differences. • 7 Habits of Highly Effective Teens • School PBIS Committee will continue to meet monthly to discuss and plan school-wide initiatives. • Continue to disaggregate data by subgroups, times of day, pre-existing conditions, etc in order to fine tune intervention strategies and programs being used. Increased Parental Involvement
Rationale for Evidence-based Strategy	Our rationales for selecting the above strategies each relate to the following concerns and correlations: • Teacher professional development needed • Consistent implementation of PBIS goals/incentives is needed • Reinforces that are based on student interest • Use of Common language with adults and students • Class Dojo Infrastructure through FOCUS to ensure consistent implementation • School-wide discipline data • School-wide attendance data • Early Warning System Data

Action Step

Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Discipline/Attendance/PBIS strategies. Administrators will also provide feedback as needed. The following items will also be used to monitor performance: • Monthly meetings with PBIS team- PBIS representatives review discipline data with grade level teams • Feedback from student mentors- set behavior goals with mentees and monitor progress • Review of behavior guidelines on a regular basis with students and teachers to ensure appropriate practices are being followed • Develop behavior checklists/contracts for students needing additional support • Quarterly review of behavior data (look for trends/implement changes as needed) • Behavior expectation assemblies will be used to discuss issues and provide avenues for guest speakers to educate our students and staff on social issues, conflict resolution, and respect for diversity. • Daily attendance checks and Compulsive attendance assessments will be conducted to intervene with students missing more than 10 days in a month or 15 days within a semester • Perfect Attendance Incentives offered each 9weeks • Leaders In Training group will be sponsored and supported monthly to increase student awareness of leadership and career readiness
Person Responsible	Chris Cowart (cowartc@leonschools.net)

#7	
Title	Arts Magnet Program Development
Rationale	As the premier Middle School Arts Magnet Program, our goal is to provide our Magnet Students with an opportunity to be active participants in their learning process, to engage them in opportunities to explore their individual interests and talents, and to build future consumers and producers of the Arts.

State the measurable outcome the school plans to achieve	Our Intended Outcome for our Magnet Students include: Initiating the process of producing and managing Arts Magnet Student Portfolios based upon student interests and magnet track initiatives; Increasing the promotion of Arts Magnet Program throughout our community and increase participation in community showcase and outreach areas for Tallahassee; Matching 25% of our Arts Magnet students with an arts mentor; and Hosting one targeted field trip a year for each magnet discipline/school.
Person responsible for monitoring outcome	Christopher Small (smallc@leonschools.net)
Evidence-based Strategy	Below are the strategies we plan to utilize in order to achieve our intended outcomes above: • Build foundational understandings of the arts through various media sources (i.e. textbook, powerpoint, classroom demonstration) • Allocate and Solicit additional resources and funding from community partners to build additional program enhancements and bring opportunities to students • Adjust classes as programming enhances from semester to yearlong courses to increase student proficiency. • Host additional recruitment and interest events to showcase student talents • Participate in additional community outreach activities to showcase Arts Magnet Program • Visit local feeder schools throughout the year to highlight course offerings • Retrofit and/or modify existing spaces to meet the needs of Arts Program. • Identify additional point(s) of contact to help with development of portfolio rubrics, submission process, and tracking Increased Parental Involvement
Rationale for Evidence-based Strategy	Our rationales for selecting the above strategies each relate to the following concerns and correlations: • Lack of prior knowledge within various Arts Programs • Lack of specific program based technology • Need for updated Music Equipment and Materials • Need for additional Performing and Visual Arts Spaces (i.e. Art Gallery and Auditorium) • Expenses of Guest Artists • Impacts on student contact time due to behavior and mentoring pull-outs

Action Step	
Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Arts Magnet strategies. Administrators will also provide feedback as needed. The following items will also be used as action steps to monitor performance: • Continued use of student performance assessments • Provide evidence of resource use through additional programming arts showcases • Tracking skill progression by semester versus yearlong • Host more arts events on campus and throughout the community

• Continued partnership with Florida State University Opening Nights Program
• Host more arts events on campus and throughout the community

Person Responsible   Katharine Aylward (aylwardk@leonschools.net)

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).

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.

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
- Bi-weekly Rams Connect Newsletter

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.

•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 (Capital City Youth Services, 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
- Rams United Program
- Weekly Grief Counseling through our partnership with Hospice

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.

Administrators, Magnet Coordinators, and Arts Teachers 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.

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.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Lowest 25th Percentile on English Language Arts FSA Assessment				$0.00
2	III.A.	Areas of Focus: Lowest 25th Percentile on Mathematics FSA Assessment				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1100	510-Supplies	0092 - Raa Middle School	School Improvement Funds		$2,000.00
			Notes: Supplies will be purchased for all students as a part of our Math iXL intervention program and Goals for Student success.			
3	III.A.	Areas of Focus: Proficiency and Learning Gains on Math FSA and EOC Assessments				$0.00
4	III.A.	Areas of Focus: Proficiency and Learning Gains on English Language Arts FSA Assessment				$0.00
5	III.A.	Areas of Focus: Proficiency on State Science and EOC Assessment				$0.00
6	III.A.	Areas of Focus: Positive Behavior Intervention Support with Discipline and Attendance				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1100	510-Supplies	0092 - Raa Middle School	School Improvement Funds		$7,000.00
			Notes: Supplies will be purchased for all students as a part of our Positive Behavioral Support Initiative and Goals for Student attendance.			
7	III.A.	Areas of Focus: Arts Magnet Program Development				$0.00
					Total:	$16,000.00