William M. Raines High School

2021-22 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: 8/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 (46%) 2017-18: C (47%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Duval 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	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	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hall, Vincent	Principal	The principal is the chief academic instructional leader in the building. He supports assistant principals and teachers in the professional developmental growth of unpacking the standard and ensuring the alignment of standards to the assigned activities/tasks students are to become engaged. The principal is fiscally responsible for allocating resources to improve student achievement and various opportunities. The principal should engage with the community leaders providing opportunities for them to willfully render goods and services.
Stallings, Brandie	Assistant Principal	Ms. Stallings is the administrative responsible for the mandates of the master schedule to meet state and district requirements, and the needs of students enrolled in the school. She manages the courses assigned to each teacher is based upon data and state certification requirements. She is responsible for leading the ELA/Reading Department.
Williams, Natasha	Assistant Principal	Instructional leader supervising Math and ESE Departments. She is also responsible for the Gear-up program, Parent Family Engagement Plan, and City Year.
Scarlett, Anthony	Assistant Principal	Instructional Leader responsible for supervising Science and Electives Departments. He is also responsible for the City Year Corps Members and the athletic department.

Demographic Information

Principal start date
Tuesday 8/24/2021, Vincent Hall R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

1,254

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	334	338	319	217	1208
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	54	43	11	217
One or more suspensions	0	0	0	0	0	0	0	0	0	81	54	52	21	208
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	94	65	27	228
Course failure in Math	0	0	0	0	0	0	0	0	0	38	46	35	10	129
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	137	190	113	106	546
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	227	185	8	8	428
Number of students with a substantial reading deficiency	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	203	200	91	43	537

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	51	68	29	1	149
Students retained two or more times	0	0	0	0	0	0	0	0	0	54	71	73	23	221

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				20%	47%	56%	19%	47%	56%
ELA Learning Gains				35%	48%	51%	33%	49%	53%
ELA Lowest 25th Percentile				31%	42%	42%	37%	42%	44%
Math Achievement				37%	51%	51%	35%	51%	51%
Math Learning Gains				44%	52%	48%	52%	55%	48%
Math Lowest 25th Percentile				37%	47%	45%	37%	50%	45%
Science Achievement				39%	65%	68%	36%	61%	67%
Social Studies Achievement				32%	70%	73%	35%	67%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2021					
	2019	19%	48%	-29%	55%	-36%
Cohort Comparison						
10	2021					
	2019	21%	48%	-27%	53%	-32%
Cohort Comparison		-19%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	38%	67%	-29%	67%	-29%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	31%	68%	-37%	70%	-39%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	32%	57%	-25%	61%	-29%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	61%	-21%	57%	-17%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District-based PMA Assessments

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57/25%	60/24%	66/22%
	Economically Disadvantaged	47/24%	63/22%	47/18%
	Students With Disabilities	3/10%	2/4%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37/28%	60/24%	52/42%
	Economically Disadvantaged	31/27%	48/22%	44/43%
	Students With Disabilities	5/23%	4/15%	3/20%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	22/55%	30/64%	20/54%
	Economically Disadvantaged	18/58%	24/65%	16/55%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/)%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	O0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57/21%	85/28%	90/28%
	Economically Disadvantaged	43/21%	62/27%	65/26%
	Students With Disabilities	2/7%	4/12%	2/6%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/23%	41/17%	47/21%
	Economically Disadvantaged	30/24%	31/17%	34/19%
	Students With Disabilities	3/19%	5/19%	2/10%
	English Language Learners	0/0%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	43/38%	65/47%	38/36%
	Economically Disadvantaged	33/38%	52/48%	29/35%
	Students With Disabilities	1/8%	5/36%	5/50%
	English Language Learners	0/0%	0/0%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/19%	19/32%	11/32%
	Economically Disadvantaged	8/20%	19/37%	9/30%
	Students With Disabilities	0/0%	5/45%	2/29%
	English Language Learners	0/0%	0/0%	0/0%

Grade 11				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0/0$	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	22/39%	10/14%	9/14%
	Economically Disadvantaged	13/30%	5/10%	7/14%
	Students With Disabilities	0/0%	1/9%	1/10%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	11/32%	6/18%	5/19%
	Economically Disadvantaged	1/17%	1/14%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	75/51%	99/60%	88/57%
	Economically Disadvantaged	10/36%	7/25%	7/28%
	Students With Disabilities	0/0%	00%	1/100%
	English Language Learners	O/0%	0/0%	0/0%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/22%	0/0%	0/0%
	Economically Disadvantaged	1/14%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/24%	3/13%	2/67%
	Economically Disadvantaged	3/21%	3/15%	2/67%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/33%	2/40%	2/40%
	Economically Disadvantaged	0/0%	1/33%	1/25%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7	25	24	12	21	25	19	17		85	97
BLK	14	29	34	14	22	26	29	24		94	92
MUL	19	29		9				40			
FRL	13	29	37	14	21	20	28	23		94	93

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	10
Percent Tested	87%

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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	24
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

What were the contributing factors to this improvement? What new actions did your school take in this area?

What strategies will need to be implemented in order to accelerate learning?

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	The focus is continuing and strengthening standards-based aligned planning, tasks, activities, and assessments. In 2020-21 school year, less than 50% of our teachers demonstrated in standards-based instructional planning aligned to tasks, activities, and assessments.
Measurable Outcome:	Based upon the instructional review rubric, the vast majority of all content area teachers will be able to create and deliver standards-based aligned instruction and assessments, as measured by the Standard Walkthought Tool.
Monitoring:	Using the Standards Walkthrough Tool weekly data chats with administrators and teachers during their professional learning community meetings.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Utilizing the learning arcs framework, teachers will engage in high quality common planning and professional learning community sessions, yielding students opportunities to demonstrate standards aligned grade level mastery.
Rationale for Evidence-based Strategy:	According to the opportunity Myth, it is our professional responsibility to ensure students are exposed to standards aligned instruction and to ensure their preparedness for assessments designed by the state in addition to the following years progression of standards.

Action Steps to Implement

Train leadership team and teachers of the relationship of the SIP and Standards-based school-wide initiative requirements.

Person Responsible	Vincent Hall (hallv@duvalschools.org)

Provide professional development sessions on "Unpacking the Standards" and pedagogical strategies deliviering effective standards-based instruction.

Person Responsible	Natasha Williams (williamsn3@duvalschools.org)

Identify teachers leaders and provide them opportunities to learn how to unpack standards and plan effective lessons. These lead teachers will gradually be released to lead the conversations in their content area PLC and common planning sessions.

Person Responsible	Anthony Scarlett (scarletta1@duvalschools.org)

District specialist and administrators will provide support for accountable content area teachers, as identifies during PLC, common planning, and weekly onservations. Administrators will provide this same support to non-accountability area teachers.

Person Responsible	Brandie Stallings (stallingsb@duvalschools.org)

All teachers will provide quality aligned instruction necessary for students to demonstrate achievement on all state, district, and school-based tests. This demonstration of proficiency will also be coupled with the professional school counselors meeting the demands of the students' post-secondary interests.

Person Responsible	[no one identified]

Title funds will be expended to hire additional math, ELA, science, and social studies teachers to balance class loads and more focus on instruction at the tier one and tier two levels of support. These funds will be allocated to employ a parent volunteer liaison and a dean of students to provide ancillary support impacting student achievement. Additionally, these fund will purchase additional laptops for student testing and administrative use.

Person Responsible   [no one identified]

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In 2021, 5 Essentials Report, there was an improvement in every area. One of the areas reported weakest was the supportive environment. There was only a nine percent increase with students feeling teachers kept their promise. A supportive environment is needed for students to demonstrate academic and social achievement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school will provide various opportunities to showcase the various programs offered to assist in meeting the students' academic and non-academic needs. Open House, Data Dine Nights, Parent Family Engagement Plan meetings, grade level parent meetings, School Advisory Council, Parent Teacher Student Association, Amazing RACE(Raines Alumni and Community Engagement), Raines National Alumni Association President to Principal Meetings, Athletic and Band Boosters meetings are just a few ways we share school improvement information and provide opportunities for them to share in the various decision making to improve student achievement. Families are also in receipt of a parent link phone call each week to apprise them of the upcoming week's school forecast (testing, early release, games, meetings, and etc). Parents and the local school community will be invited to the various games, student performances, and meetings such as the "Taste of Raines" and "Raines: The Winter Wonderland".

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school's leadership team provides a wealth of knowledge related to the varied content areas they teach. They meet bi-weekly to discuss school data, budgets, policies, curricular and extra-curricular programs. The School Advisory Council is comprised of a group of teachers, community stakeholders, students, parents, and other school agents all in favor of rallying behind school improvement opportunities. This group meets monthly to share in the school's decisions and inquire about the updates and monitoring of recently decided plans. The Parent Teacher Student Association will provide opportunities for parents and teachers to work in the best interest of students socially and academically. The Raines Alumni Association is an invested group of alumni professionals who raise funds to support school initiatives and student scholarship. The athletic and band booster programs raise funds to aide in the purchase of sports equipment, uniforms, team meals, out of town trips. Each of the stakeholder groups have maintained their commitment to furthering student achievement during the students' matriculation at Raines and beyond.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: -- Select below --:	$0.00
		Total:	**$0.00**