Raa Middle School

2018-19 School Improvement Plan

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Raa Middle School

401 W THARPE ST, Tallahassee, FL 32303

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	71%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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

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
Small, Christopher	Principal
Thompson, Samuel	Dean
Cowart, Chris	Assistant Principal
Bennett-Lee, Cheryl	Teacher, K-12
Collins, Terry	Teacher, K-12
Harrison, Natalee	Teacher, K-12
Kerrigan, Kathy	Guidance Counselor
Girard, Timothy	Teacher, K-12
Van Camp, BJ	Assistant Principal
White, Trikia	Teacher, K-12
Wheeler, Mary	Teacher, K-12
Bennitt, Jan	Teacher, K-12
Newman, Emily	Teacher, K-12
Aylward, Katharine	Teacher, K-12
Harrell, Kelbe	Teacher, ESE
Hawkins, Allie	Teacher, K-12
Jenkins, Valencia	SAC Member

Duties

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

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

works actively with teachers to maintain high curriculum standards, establishes performance goals and objectives, visits classrooms and observes teachers, and reviews instructional objectives and adjust them accordingly, and meets with other administrators, parents, and community organizations.

Department Heads: Guides in developing curriculum expectations within the department, conduct department meetings and turn minutes into administration, works with the Teacher Education Certification (TEC) representative to coordinate in-service activities and professional development, disseminates department information, and attends county meetings and keeps department and administration informed via written reports.

Guidance Counselors: Provides support for the administrative team, assists students with needed schedule changes, checks for promotion requirements, sets up teacher/parent conferences, facilitates process of Multi-Tiered Support System (MTSS), coordinates programs for Exceptional Student Education (ESE) Program, and assists with testing.

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

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	21	20	15	0	0	0	0	56

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	13	8	2	0	0	0	0	23
Retained Students: Previous Year(s)	0	0	0	0	0	0	32	19	9	0	0	0	0	60

Date this data was collected

Friday 8/31/2018

Year 2016-17 - 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	39	48	41	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	46	50	29	0	0	0	0	125
Course failure in ELA or Math	0	0	0	0	0	0	117	70	33	0	0	0	0	220
Level 1 on statewide assessment	0	0	0	0	0	0	54	48	44	0	0	0	0	146

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

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

Year 2016-17 - 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	39	48	41	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	46	50	29	0	0	0	0	125
Course failure in ELA or Math	0	0	0	0	0	0	117	70	33	0	0	0	0	220
Level 1 on statewide assessment	0	0	0	0	0	0	54	48	44	0	0	0	0	146

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data components that we performed the lowest in were our Learning Gains for the lowest 25th percentile in Math (50%) and our students scoring a level 3 or higher in science (49%). This was an increase from 43% in 2017 for the lowest 25th percentile in Math and a decrease from 58% in 2017 for students scoring a level 3 in science.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was our students scoring a level 3 or higher in science at 49%, which was a decrease from 58% in 2017.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the district/state average was our students scoring a level 3 or higher in science at 49%, compared to our district/state average of 59%.

Which data component showed the most improvement? Is this a trend?

The data components that showed the most improvement were our percent of students making learning gains in math that went from 51% to 61% from 2017 to 2018 and our percent of students in out Lowest 25th percentile in English Language Arts that went from 42% to 53% from 2017 to 2018.

Describe the actions or changes that led to the improvement in this area

During the 2017-18 school year our school focused heavily or providing avenues for remediation and teaching to mastery. We invested a lot of time with streamlining lesson plans and collaborating with departments to discuss instructional best practices and expectations for student performance.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	56%	53%	51%	53%	52%
ELA Learning Gains	57%	54%	54%	50%	53%	54%
ELA Lowest 25th Percentile	53%	48%	47%	42%	44%	44%
Math Achievement	61%	59%	58%	54%	58%	56%
Math Learning Gains	62%	59%	57%	51%	57%	57%
Math Lowest 25th Percentile	50%	52%	51%	43%	51%	50%
Science Achievement	49%	53%	52%	58%	53%	50%
Social Studies Achievement	69%	72%	72%	65%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	32 (39)	46 (48)	40 (41)	118 (128)
One or more suspensions	39 (46)	25 (50)	12 (29)	76 (125)
Course failure in ELA or Math	21 (117)	32 (70)	28 (33)	81 (220)
Level 1 on statewide assessment	102 (54)	75 (48)	68 (44)	245 (146)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (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.

Subgroup Data

					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
WHT	70	62	51	81	74	59	75	83	75		
BLK	43	53	51	48	54	46	31	55	58		
HSP	71	67	80	59	68	64	55		45		
ASN	60										
MUL	50	55	60	50	45		27				
SWD	25	46	44	24	45	42	20	29			
FRL	44	51	48	51	59	46	32	58	51		
ELL	25	47	60	63	73						

					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
WHT	67	63	50	69	55	48	72	78	66		
BLK	38	42	38	39	46	39	43	54	68		
HSP	45	38		65	59		91	68			
ASN		60			50						
MUL	48	39		48	48						
SWD	19	35	30	19	42	40	22	48			
FRL	39	43	39	41	45	42	46	53	56		
ELL	10	17		40	46						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
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.
Intended Outcome	59% of students in grades 6-8 will score a level 3 or higher on the English Language Arts FSA Assessment.
Point Person	BJ Van Camp (vancampbj@leonschools.net)

Action Step	
Description	Below are the strategies we plan to utilize in order to achieve our intended outcome: • Utilize Morning News Recognition as a way to showcase positive student achievement in English Language Arts • Host at least one Parent Workshop targeting Literacy and Writing Strategies • Host Literacy Weekend Workshops for Students that needed additional practice with key strategies and reading comprehension skills based upon assessment data. • Increase in Explicit Vocabulary Instruction within Context of social studies and science • Implement and use Student Data Tracking Sheets / Charts to help inform students of their progress • Novel Studies and Advanced Enrichment Activities will be used to enhance critical thinking and application skills • Poetry Series and Increased Public Speaking opportunities for students as a way to connect content to real world situations and civic engagement • Vertical and Horizontal professional learning communities will be established to increase communication and instructional planning among teachers within the same grade level and same subject areas • Textbook Resources from adopted curriculum items - Grammar Notes and Level Up Tutorials will be used more frequently • Teaching notetaking strategies for all students to assist with organizational skills • Common assessments on skills/standards will be developed to streamline instruction and enhance effective strategies • Training will be provided for all subject areas on reading strategies that can be imbedded within various content areas (Content Area Reading Professional Development) • Potential Offering of ACT and/or SAT Preparation Courses for students entering 8th grade
Person Responsible	BJ Van Camp (vancampbj@leonschools.net)

Plan to Monitor Effectiveness	
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 English Language Arts Assessments • Reading collections textbook assessments for English Language Arts Classes • Interim Mini-Benchmark assessments to determine if students are mastering content • Achieve 3000 Level Set will be used to track overall student reading levels over time • STAR Testing will be piloted as an additional source of data collection for tracking student progress and determining FSA readiness.

Person Responsible	BJ Van Camp (vancampbj@leonschools.net)

Activity #2	
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 and target our minority subgroups.
Intended Outcome	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.
Point Person	BJ Van Camp (vancampbj@leonschools.net)

Action Step	
Description	In addition to the above 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: • Use of Corrective Reading Curriculum will be used as needed for specific low level 1 students and students in our exceptional student education program to address decoding and fluency deficiencies. • The iReady Reading Program will be purchased as a supplemented Tier 2 Program for Reading Intervention classes. Students will receive additional practice with targeted skills to build skill mastery • The STARS Reading Program will be purchased as a supplemented Tier 2 Program for Reading Intervention classes and exceptional student education classes. Students will receive additional practice with targeted skills to build skill mastery and competency • Close Readers based upon reading abilities will be purchased/used to supplement core adopted textbooks • Blocked Reading and Language Arts Classes for Level 1 students will be offered to give additional time to students to work on needed English Language Arts skills and foundational skills • Teaching of executive functioning skills (organization, time management, study skills, note-taking, etc.).
Person Responsible	BJ Van Camp (vancampbj@leonschools.net)

Plan to Monitor Effectiveness	
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 English Language Arts Assessments • Reading collections textbook assessments for English Language Arts Classes • Interim Mini-Benchmark assessments to determine if students are mastering content • Achieve 3000 Level Set will be used to track overall student reading levels over time • STAR Testing will be piloted as an additional source of data collection for tracking student progress and determining FSA readiness.
Person Responsible	BJ Van Camp (vancampbj@leonschools.net)

Activity #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.
Intended Outcome	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).
Point Person	Christopher Small (smallc@leonschools.net)

Action Step	
Description	Below are the strategies we plan to utilize in order to achieve our intended outcome: • Math professional learning communities will be used to plan and discuss the use of additional higher order thinking questions that require students to create new understands based upon multiple concepts • Teachers will be asked to use Essential Questions based upon Webb's Depth of Knowledge to guide weekly instruction as part of our common board configuration • Raa will host at lease one Parent Math/Science Night to help communicate expectations and provide opportunities to share strategies with parents and students. • STEM Career Exploration activities will be embedded within extension activities of math classes • Use of Personal Math Trainer and differentiated instruction to bridge learning gaps • Use of fluid ability groupings as needed to help facilitate small learning groups and peer-to-peer interaction with math concepts • Before and after-school tutorials will be available based upon teacher availability to provide additional time for students to practice math concepts. Before-School Extended Day Program will also incorporate math help sessions for students enrolled. • We will host a Self-Awareness Weeks to share student data on current assessments, prior year FSA data, and set goals and strategies for improvement with students • Increase use of Word Problems and literacy/vocabulary strategies throughout all math classes • Celebration of student success/foster a growth mindset for students struggling with challenging content • Online activities and assessments with direct instruction regarding online math strategies • Frequent mini and formal formative assessments and opportunities to re-assess same skills for mastery • Math Saturday School sessions will be coordinated to provide additional opportunities for re-teaching and targeted skill practice for bubble students • Math Intervention Specialist will be hired to assist with coaching new teachers, co-teaching lessons for general math classes, providing data analysis support for the math department, and working with small groups on remediation. • Common Planning Times for professional learning communities will be established to increase communication and instructional planning among teachers within the same grade level and same subject areas
Person Responsible	Christopher Small (smallc@leonschools.net)

Plan to Monitor Effectiveness	
Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Mathematics strategies. Administrators will also provide feedback

as needed. The following items will also be used to monitor performance:
• Math department meeting data chats
• FOCUS grades and comments/Progress alerts for parents
• Go Math data reports from in class practice and instruction
• Personal Math Trainer 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 Christopher Small (smallc@leonschools.net)

Activity #4	
Title	Lowest 25th Percentile on Mathematics FSA Assessment
Rationale	As one of our lowest performing areas in the previous year and 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 mathematics and target our minority subgroups.
Intended Outcome	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.
Point Person	Christopher Small (smallc@leonschools.net)

Action Step	
Description	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: Frequent mini and formal formative assessments and opportunities to re-assess same skills for mastery • Math Saturday School sessions will be coordinated to provide additional opportunities for re-teaching and targeted skill practice for bubble students • Math Intervention Specialist will be hired to assist with coaching new teachers, co-teaching lessons for general math classes, providing data analysis support for the math department, and working with small groups on remediation. • iReady Mathematics Program for Tier 2 Interventions will be provided through small groups to assist with building foundational skills • Dave Ramsey Foundational principals of Financial Literacy and personal finance will be piloted with 8th grade students • Study Buddies will be promoted as an avenue to pair students struggling with mathematics with college mentors • Common Planning Times for professional learning communities will be established to increase communication and instructional planning among teachers within the same grade level and same subject areas Teaching of executive functioning skills (organization, time management, study skills, note-taking, etc.).
Person Responsible	Christopher Small (smallc@leonschools.net)

Plan to Monitor Effectiveness	
Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Mathematics strategies. Administrators will also provide feedback as needed. The following items will also be used to monitor performance: • Math department meeting data chats • FOCUS grades and comments/Progress alerts for parents • Go Math data reports from in class practice and instruction • Personal Math Trainer 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	Christopher Small (smallc@leonschools.net)

Activity #5	
Title	Proficiency on State Science and EOC Assessment
Rationale	As one of our 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.
Intended Outcome	65% of students in grades 6-8 will score a level three or higher on the State Science or Biology EOC Assessment.
Point Person	BJ Van Camp (vancampbj@leonschools.net)

Action Step	
Description	Below are the strategies we plan to utilize in order to achieve our intended outcome: • Increased attention to the scientific process throughout all grade levels and increase use of weekly science labs with hands on application activities. • Adoption of new science textbooks and resources and purchase of additional science resources that can be used in conjunction with textbook • Additional incorporation of Next Generation Content Area Reading Professional Development to foster literacy strategies within science classrooms • Use of real world science experiments and science lab journals • Use of instructional computer software (Brain Pop, Discovery Streaming, Gizmo, etc.) • Increased use of informational text and reading comprehension strategies throughout all grade levels • Additional teacher training in science teaching strategies and models of instructional practices • Access to online textbooks through Classlink • Common Planning Times for professional learning communities will be established to increase communication and instructional planning among teachers within the same grade level and same subject areas • Continue to promote student mastery of material by offering assessment retakes to help facilitate mastery of curriculum standards • Streamlining of student scheduling with 3 core teachers for 8th grade science and biology • Incorporation of Lego Mindstorm Robotics programming to build problem-solving and critical thinking skills.
Person Responsible	BJ Van Camp (vancampbj@leonschools.net)

Plan to Monitor Effectiveness	
Description	School Administrators will work to monitor the trainings provided throughout the year and implementation of target Mathematics strategies. Administrators will also provide feedback as needed. The following items will also be used to monitor performance: • Science department meeting data chats • FOCUS grades and comments/Progress alerts for parents • Unify data reports from in class practice and instruction • Baseline, Midyear, and End of Year District Course Assessments • Standards-based assessments by Unit or quarter • Student-teacher progress monitoring discussions
Person Responsible	BJ Van Camp (vancampbj@leonschools.net)

Activity #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.
Intended Outcome	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.
Point Person	Chris Cowart (cowartc@leonschools.net)

Action Step	
Description	Below are the strategies we plan to utilize in order to achieve our intended outcomes: • Provide professional development for all teachers during preplanning on MTSS system and PBIS to support school/classroom behavior management for all students • Implement school-wide Positive Behavioral Intervention Support (PBIS) Program that expands beyond administrative directed elements and illustrates full school-wide initiative. • Initiate attendance incentives and recognitions each 9weeks • Hiring of School Safety Monitor • Continuation of New Horizons Program targeting character building and conflict resolution • Continued use of Project Wisdom Program with Opportunity for Improvement Room • Universal Design for Learning Book Study • The Leader In Me Pilot project to target character building and mutual respect for diversity and differences. • 7 Habits of Highly Effective Teens will be deployed through homerooms and with campus initiatives though agenda book lessons. • School PBIS Committee will continue to meet monthly to discuss and plan school-wide initiatives. • Increase signage around campus with behavior expectations • Continuation of Faculty/staff mentor program for students needing additional support • Continue to disaggregate data by subgroups, times of day, pre-existing conditions, etc in order to fine tune intervention strategies and programs being used. • Initiate additional Peer Mediation Groups and Conflict Resolution Programming (Rams United) • Investigate the Mix-It-up program research as a lunchtime program to teach tolerance and diversity appreciation
Person Responsible	Chris Cowart (cowartc@leonschools.net)

Plan to Monitor Effectiveness	
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: • Possible use of Class Dojo as a means of tracking positive student behaviors and parent communication. • Anecdotal – personal notes on FOCUS System will be used to communicate with parents and students • Praise for improvement will be a continuous way of work and mindset for faculty and staff

• 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)

Activity #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.
Intended Outcome	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.
Point Person	Christopher Small (smallc@leonschools.net)

Action Step	
Description	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
Person Responsible	Christopher Small (smallc@leonschools.net)

Plan to Monitor Effectiveness	
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 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	Christopher Small (smallc@leonschools.net)

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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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

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

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

Total:	$7,500.00