

Augusta Raa Middle School School Improvement Plan Summative Overview

***** Please return attached feedback form by Friday, August 23, 2019. A copy of the full Draft can be located on our school website at www.leonschools.net/raa or in the front office.**

Categories	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 Target
% 3 or above in ELA	55%	53%	51%	55%	52%	59%
% Making Learning Gains in ELA	N/A	53%	50%	57%	49%	61%
Lowest 25% Making Gains in ELA	N/A	45%	42%	53%	36%	57%
% 3 or above in MA	60%	57%	54%	61%	54%	65%
% Making Learning Gains in MA	N/A	57%	51%	62%	47%	66%
Lowest 25% Making Gains in MA	N/A	45%	43%	50%	36%	54%
% 3 or above in SC	55%	55%	58%	49%	50%	65%
Acceleration	65%	63%	70%	67%	66%	71%
% 3 or above in SS	68%	69%	65%	69%	68%	73%
Total Points	303 = 61% = B	497 = 55% = B	484 = 54% = B	523 = 58% = B	458 = 51% = C	571 = 63% =A

School Grade "A"	School Grade "B"	School Grade "C"	School Grade "D"
62+	54-61	41-53	32-40

READING / ENGLISH LANGUAGE ARTS

Reading Barriers:

- 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

Reading Strategies/Resources Available:

- 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

Plans to Monitor Goal:

- District quarterly assessments
- Reading collections
- Benchmark assessments
- Novel study Assessments
- Common Lit Unit Assessments
- Achieve 3000 Level Set
- STAR Testing

Mathematics

Math Barriers:

- 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

Math Strategies/Resources Available:

- Additional use of higher order thinking questions
- Use of Essential Questions based upon Webb's Depth of Knowledge
- Parent Math/Science Night
- STEM Career Exploration Event
- Use of iXL Math Program school-wide
- Differentiated instruction Universal Design Strategies (UDL)
- Use of small groups for remediation and intervention
- Use of enrichment and review activities from Go Math Curriculum
- Math Mini-Mu Competitions
- Before and 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
- Student Interest Surveys
- Online activities and assessments with direct instruction regarding online math strategies
- Frequent assessments and opportunities to re-assess same skills for mastery
- FSA Saturday School Sessions
- Professional Learning Communities to analyze student data, plan instructional strategies, select instructional resources, and create standards-aligned assessments
- Incorporate Universal Design for Learning and ELL Mathematical Language Routines into lesson plans

Plans to Monitor Goal:

- 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

SCIENCE

Science Barriers:

- 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)

Science Strategies/Resources Available:

- 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

Plans to Monitor Goal:

- County tests: baseline, mid-year, end-of-year exams
- Progress reports
- Performance Matters/ Unify
- iXL Progress Monitoring
- Chapter/unit tests
- Standards Based Assessments

POSITIVE BEHAVIOR INTERVENTION SYSTEMS

PBIS/Discipline Barriers:

- Teacher professional development needed
- Consistent implementation of PBIS goals/incentives
- Reinforces that are based on student interest
- Use of Common language with adults and students
- Class Dojo Infrastructure

PBIS/Discipline Strategies/Resources Available:

- Full teacher support of PBIS program
- 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

Plans to Monitor Goal:

- Class Dojo
- Anecdotal
- Praise for improvement
- Monthly meetings with PBIS team- PBIS representatives review discipline data with grade level teams
- Feedback from mentors- set behavior goals with mentees and monitor progress

CIVICS END OF COURSE

Civics EOC Barriers:

- Lack of study habits necessary for EOC
- Lack of prior knowledge (very small amount able to be covered in 6th)
- Reading –detailed content
- Organizations and Functions of Government Strand
- Limited test item bank

Civics EOC Strategies/Resources Available:

- Practice note taking skills
- CPALMS
- Supplemental Social Studies Material
- Reading – coaching (instructor)
- Access to State and Local Government Resources
- Saturday Study Sessions
- Before-School Tutorials
- Access to laptop carts and online resources

Plans to Monitor Goal:

- Monitor with portfolio quizzes
- Model different study skills / platforms that help
- Practice not taking skills / memory games
- Pretest / posttest (EOC)
- Stress vocabulary
- Data analysis and adjustment
- Notebook checks

DISCIPLINE/ATTENDANCE

Goal(s):

- 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
- Reduce number of students with 10 or more referrals

Discipline/ Attendance Barriers:

- Consistency with following behavior plan
- Need for students to be explicitly taught behavior expectations
- Implementation of research based behavior strategies

Strategies/Resources Available:

- 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 Program
- 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 OFI Room
- Universal Design for Learning Book Study
- The Leader In Me Pilot project
- 7 Habits of Highly Effective Teens

Plans to Monitor Goal:

- Review of behavior guidelines on a regular basis
- Spot check student knowledge of behavior expectations
- Develop behavior checklists/contracts for students needing additional support
- Quarterly review of behavior data (look for trends/implement changes as needed)
- Behavior expectation assemblies

ARTS MAGNET PROGRAM

Goal(s):

Initiate the process of producing and managing Arts Magnet Student Portfolios based upon student interests and magnet track initiatives

Increase the promotion of Arts Magnet Program throughout our community and increase participation in community showcase and outreach areas for Tallahassee

Match 25% of arts magnet students with an arts mentor

Host one targeted field trip a year for each magnet discipline/school

Magnet Program Barriers:

- 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 Arts Spaces (i.e. Art Gallery and Auditorium)
- Expenses of Guest Artists
- Impacts on student contact time due to behavior and mentoring pull-outs

Strategies/Resources Available:

- Build foundations through various media sources (i.e. textbook, powerpoint, classroom demonstration)
- Allocate and Solicit additional resources and funding from community partners
- Adjust certain classes 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
- Partnership with Opening Nights for Magnet Field Trips

Plans to Monitor Goal:

- Student performance assessments
- Provide evidence through programming to showcase use of resources
- Tracking skill progression by semester versus yearlong
- FSA Correlation Data to students in Magnet courses
- Host more arts events on campus and throughout the community