Marjorie Kinnan Rawlings Elementary School

2015-16 School Improvement Plan

Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST, Gainesville, FL 32609

http://www.sbac.edu/pages/acps

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	D	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide our students with a safe and fun environment in which to learn. We also engage our families, business partners, and community members within this process. Our primary focus at Rawlings will be teaching and learning. The arts will be an important vehicle for this teaching and learning.

Provide the school's vision statement

We envision Rawlings Elementary Center for Fine Arts as the premier center for Arts integrated education excellence. Our students will receive the highest quality educational experience with an "all-inclusive" approach to educate the total child.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Rawlings Elementary builds relationships between teachers and students in a variety of ways. The annual meet the teacher event was enhanced to include a meet and greet lunch between the Rawlings family members. This lunch gave the Rawlings staff an opportunity to build positive relationships with families before school even started. Teachers both formally and informally gain information about student backgrounds throughout the year. Monthly family nights are held to continue building relationships with parents.

Describe how the school creates an environment where students feel safe and respected before, during and after school

M.K. Rawlings Elementary School puts a strong emphasis on safety and supervision in strategic areas around campus to ensure that students are seen by faculty and staff at all times. The school uses a school wide behavior system, as well as a positive behavior support system, to ensure that all students are treated fairly and equally. In addition, Rawlings Elementary School implemented the CHAMPs program which defines clear parameters in structuring your classroom as well as transitioning on campus. Duties and assignments are given to teachers and staff after school to make certain that supervision is adequate and that students feel safe as they depart for home.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

M.K. Rawlings Elementary School created a comprehensive school wide behavior plan to ensure consistent procedures when handling behavior issues. It clearly states how faculty is to progress through a color system and the progression of disciplinary actions that will follow. The faculty and staff came to a consensus over the summer of what the school wide expectations should be and trainings were given during pre-planning to ensure continuity of implementation. In addition, the implementation of the CHAMPs program allows for teachers to structure their lessons for optimal learning and decreases the likelihood of distractions during the lesson. Training on using the

CHAMPs program was given during pre-planning and more trainings are scheduled throughout the school year.

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

Rawlings has a comprehensive, developmental competency-based school guidance and counseling program. Services include: schoolwide character and career development, classroom guidance, small group counseling, and individual counseling. Curriculum and intervention strategies focus on the academic, personal/social and career needs of the students.
Rawlings has a backpack program - backpacks are filled with food items and are provided for students that qualify for this program.
Clothes closet - closet stocked with uniform items for students who are in need.
Rawlings has a full time social worker that focuses on assisting families who are in need.
Several mentoring programs are in place at Rawlings (UF, Sororities, etc.)

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance - The social worker schedules attendance educational planning team meetings to invite parents in to form a plan to address attendance issues.
Discipline - Administration reviews discipline data and schedules EPTs - behavior plans with interventions are discussed.
Course Failure/Level 1 - Administration meets with staff to review failing grades. Student data is reviewed and interventions planned to assist failing students.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	3	9	1	2	0	15
One or more suspensions	0	0	3	1	0	4
Course failure in ELA or Math	0	1	3	12	11	27
Level 1 on statewide assessment	0	0	5	6	14	25

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	12	15	1	28

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Rawlings provides the following intervention strategies:
Title I Intervention Services

FastForward
Reading Assistant
Reading Street Intervention
Waterford
Achieve 3000
Safer, Smarter Kids
Second Step Curriculum
Extended Hour of Learning
Instructional Coaches
Guidance Counselor
Social Worker

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/51499.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community members have a vested interest in Rawlings Elementary. Community members volunteer on the School Advisory Council, mentor/tutor students, and sponsor school events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Burney, Daniel	Principal
Pettit, Shannon	Guidance Counselor
Wright, Marshalee	Other
Renfroe, Laura	Other

Duties

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

The Principal, (Daniel Burney), provides leadership and opportunities for teacher training in effective teaching strategies. The Principal and Assistant Principal ensure that Tier One (Core) instruction in academics and engagement is implemented using evidence-based, best practices that allow for differentiation in the classroom and growth for each student. Data is also analyzed by standards to ensure concepts are being taught. For all levels of MTSS, Core, Supplemental, and Intensive, Assistant Principal (Laura Renfroe), School Counselor (Shannon Pettit), and FCIM Coordinator (Marshalee Wright), help collect progress monitoring data (academic and behavioral), and ensure that intervention support is available based on data. The FCIM meetings are used to share data and promote dialogue on ways to meet individual needs, provide professional development opportunities to support MTSS implementation, and participate in Educational Planning Team (EPT) meetings with parents.

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

IMPLEMENTATION AND MONITORING OF MTSS AND SIP STRUCTURES:
The school's Leadership Team (Principal, Assistant Principal, School Counselor, and FCIM Coach) meets bi-monthly to discuss successes and concerns throughout the school. Areas needing correction or intervention are assigned to a member on the team to evaluate and devise an action plan. This may include: professional development, assisting in implementing interventions, pacing of academics, recommendations for reassessing students, brainstorming interventions, evaluating and changing school wide procedures, implementing special behavioral or attendance emphases in response to data, and other areas.
PROBLEM-SOLVING PROCESS to implement and monitor structures for classroom (core), small group (supplemental) and individual needs (intensive):
Teachers receive training and coaching to implement classroom management strategies and evidence-based, effective instruction in the classroom, and are provided feedback by the principal and assistant principal. The school is also implementing CHAMPS and PBS to improve engagement (behavior and attendance) among all students at the Tier One level. The Leadership Team and Literacy Leadership Team will monitor the effectiveness of school-wide procedures and expectations being taught to the students and use a problem-solving process to improve in areas that are ineffective.
When monitoring data shows a priority need for small group intervention, students will be assigned to small group reading (Foresman Sidewalks) or math instruction (My Math Triumphs). The Pearson reading curriculum includes Tier 2 instruction.
Behaviorally, evidence-based programs such as Check In/Check Out are implemented to address small group (supplemental) engagement needs. Effectiveness is monitored through point sheets and referral data.
When monitoring data the Educational Planning Team determines a priority need for individualized instruction. Students will participate in Pearson Sidewalks instruction in small groups (reading), or the Educational Planning Team will determine which evidence-based behavioral interventions and environmental supports will help the student's behavior improve to allow for better engagement in school.
Violence Prevention Programs
The school fully supports the district initiative to eliminate bullying from our schools. During the second and third weeks of school, the School Resource Officer, and School Counselor provided an introductory lesson on Safe Schools in third, fourth, and fifth grade which covered what bullying is and is not, how to get help, and the importance of bystanders in preventing bullying. During Red Ribbon Week and National Bullying Awareness Week, the School Counselor will implement the district-required violence prevention curriculum, Speak Up, Be Safe in at least two grade levels. Safer,

Smarter Kids, a Florida legislature-endorsed sexual abuse prevention curriculum, is being taught in classrooms during the first quarter of the school year (September-October). Red Ribbon Week will include school-wide activities. The school also participates in the Officer Friendly program in partnership with the Gainesville Police Department. Implementation of the Positive Behavior Support model (PBS), and CHAMPS "Safe and Civil Schools" is also taking place, with ongoing training and support being given to our staff by the School Counselor.
Career and Technical Education
The comprehensive school guidance program includes plans to incorporate at least two speakers from Science, Technology, Engineering, and Mathematics careers to present in each third, fourth, and fifth grade classroom this year during a related topic in the classroom.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yoana Ortega	Teacher
Daniel Burney	Principal
Lashay Anderson	Business/Community
Reverend Anderson	Business/Community
Bridgett Clark	Education Support Employee
William Birdsall	Teacher
Joyce Kirkland	Parent
Tonisha Sykes	Parent
Sarah Monroe	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan.
Progress toward the school improvement plan was shared with the SAC committee during each meeting. Members were given the opportunity to contribute questions, concerns and comments. Assessment results were shared with the committee during the last meeting of the year.

Development of this school improvement plan

Development of this school improvement plan.
During the first meeting of the school (or as soon as test results are available), state assessment results are shared with the SAC committee. The SAC committee discusses the results and gives input into the selection of the targeted priorities.

Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan.
The proposed annual budget is presented to the SAC for input. Projects funded through lottery funds are approved/denied through the committee.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds were not allocated last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Burney, Daniel	Principal
Renfroe, Laura	Administrative Support
Wright, Marshalee	Instructional Coach
Mitchell, Kerri	Teacher, K-12
Ortega, Yoana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team ensures that all resources in the school are focused on improving reading proficiency. Their responsibilities include: review of reading instructional materials, providing professional development, progress monitoring of literacy instruction, progress monitoring of student achievement in reading and writing, ensuring fidelity of implementation of the Florida ELA standards, ensuring data collection and data analysis in team meetings, monitoring instructional pacing and supporting formal and informal assessments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning time is built into each teacher's daily schedule. Faculty meetings, leadership meetings, and team meetings are all scheduled.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The School is supported by the District in recruiting highly qualified teachers. The district works closely with the College of Education at the University of Florida allowing for student interns in the public schools. This allows the Principals at the school's with interns ready to be first year teachers to recommend those who will be effective teachers in the classroom. The School Based Leadership Team begins interviewing prospective candidates in May and selects the teachers who will make the best fit for the school's needs.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The School District provides a Beginning Teacher mentor program for all teachers in their first year of teaching. Beginning teachers meet with mentor coaches once a week. The coaches observe the teachers while they are teaching and give feedback/model to help the beginning teachers improve their instruction. The school leadership also meets with first year teachers and teachers new to the school at least once a month. Each grade level has a team leader and the team leader on the team is paired up with the new teachers to provide support in lesson planning, pacing, and answering any questions or concerns the teachers have. The district also assigns coaches in the areas or reading, math, and science who meet with new and veteran teachers to review data and reinforce the use of best teaching practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

A district provided scope and sequence is used by all teachers to ensure the core instructional materials are aligned to the Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Progress monitoring is used at all grade levels to determine instructional needs of students. Small groups are modified as data is reviewed and student needs are determined. Title I Intervention teachers work with lowest quartile students. Biweekly FCIM meetings are held with grade level teams to disaggregate data, plan, review and reflect.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,620

Students are instructed in reading for an additional hour at the end of the day. ESE and Title 1 resource teachers pull small groups of students at this time to offer support to students working below grade level in the area of reading using the research-based program Scott Foresman Reading Street Sidewalks or the Fast Forward Program that focuses on language acquisition and cognitive development. Homeroom teachers work with students in whole group and small group using Guided Reading books leveled to students' instructional level along with the Sidewalks Intervention program to differentiate their instruction to meet the areas of weakness that their students are encountering in reading.

Strategy Rationale

The instructional day was extended by one hour to provide additional instructional in the area of Reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Burney, Daniel, burneyde@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through documents shared in Google Drive that can be reviewed instantaneously once data is entered by the teacher. Scores are color coded for 80 percent and above in green for on grade level, 60-79 in yellow for at-risk, and below 60 in red for unsatisfactory, similar to the data collected in Florida's PMRN database system. Teachers who have students that are consistently working in the at-risk or unsatisfactory category are offered assistance by the School Leadership Team and instructional coaches.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Fifth grade students transitioning to middle school meet with middle school representatives in May of each year. The representatives from the area middle school discuss expectations, routines and support with the fifth grade students.

College and Career Readiness

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

Mentoring Programs are in place for our third through fifth grade students. Community leaders also come in to mentor various students here at Rawlings.
School Guidance Counselor informs parents of Middle School Magnet options available. School Guidance Counselor has a career of the week program, which highlights careers and opportunities for students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

All Students will participate in Career day (Various businesses in the community visit the school and share their work experience with the students).

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The counselor provides materials and information to teachers and students, highlighting a career weekly. There is also a career day planned for all students in December.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

.

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If there is a focus on building students' social skills, this will support a culture of high expectations for student behavior and learning.

G2.   If a focus on reading proficiency is implemented school-wide, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If there is a focus on building students' social skills, this will support a culture of high expectations for student behavior and learning. 1a

G073562

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- District behavior resource specialist, Guidance counselor, PBS system, CHAMPS structures, mentoring program, skills streaming, character trait of the month, SNAP (stop now and plan) program, peace ambassadors, WINK (we include new kids) program, Speak Up and Be Safe program, Safer, Smarter Kids program.

Targeted Barriers to Achieving the Goal 3

- Time for program implementation

- Teachers not familiar with implemented programs which results in lack of reinforcement of program goals.

Plan to Monitor Progress Toward G1. 8

RTI:B Database from USF, Infinite Campus Discipline Data., and student checksheet data.

Person Responsible

Shannon Pettit

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Checksheet data will be reviewed weekly to monitor progress towards students' goals.

G2. If a focus on reading proficiency is implemented school-wide, then student achievement will improve.
`1a`

🔑 G073563

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal `2`

- Professional development, core curriculum, Title I Intervention teachers, FastForward program,standards based instruction, ESE teachers, Instructional Coaches, Word of the Week program, enrichment opportunities, vocabulary materials.

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher experience with content.

- Time for professional development opportunities

Plan to Monitor Progress Toward G2. `8`

Review student test data with grade level teams during common planning time on a bi-weekly basis (every other Wednesday).

Person Responsible

Marshalee Wright

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

At least 50% of students will be proficient on the state assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal	**B =** Barrier	**S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If there is a focus on building students' social skills, this will support a culture of high expectations for student behavior and learning. 1

🔑 G073562

G1.B1 Time for program implementation 2

🔑 B192117

G1.B1.S1 Positive Behavioral Support system implemented school-wide 4

🔑 S203555

Strategy Rationale

Will create an environment of positive interactions where students realize that good behavior will earn them rewards, which in theory will motivate students to do there best and be successful.

Action Step 1 5

The school will implement a positive behavior support system.

Person Responsible

Shannon Pettit

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Informal and formal student suspension referrals will decrease in number from the 2014-15 school year to the 2015-16 school year.

Action Step 2 5

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The entire faculty will help implement the positive behavior support system

> **Person Responsible**
>
> Shannon Pettit
>
> **Schedule**
>
> Daily, from 8/24/2015 to 6/6/2016
>
> *Evidence of Completion*
>
> Quarterly school wide discipline data will be reviewed to track positive behavior reinforcement and student referral and discipline data. This data will be monitored to ensure implementation of interventions that reinforce desired behaviors.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Walkthroughs

> **Person Responsible**
>
> Daniel Burney
>
> **Schedule**
>
> Daily, from 8/24/2015 to 6/6/2016
>
> *Evidence of Completion*
>
> Walkthrough data and discipline data.

G2. If a focus on reading proficiency is implemented school-wide, then student achievement will improve. 1

G073563

G2.B1 Lack of teacher experience with content. 2

B192120

G2.B1.S1 District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for Reading in daily classroom instruction. 4

S203558

Strategy Rationale

Training will allow the teachers to have additional tools to ensure effective reading instruction is occurring school-wide.

Action Step 1 5

District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for language acquisition opportunities.

Person Responsible

Laura Renfroe

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Attendance sheets from meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Instructional Calendar will list all trainings. Principal and Assistant Principal will monitor calendar and bulletin to ensure meetings are held monthly.

Person Responsible

Laura Renfroe

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Instructional Calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom Walkthroughs

Person Responsible

Daniel Burney

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Classroom walk through data will indicate that classrooms are showing evidence of language acquisition training.

G2.B2 Time for professional development opportunities 2

🔧 B192121

G2.B2.S1 Provide stipends to allow teachers to stay after school hours to attend professional development. 4

🔧 S203559

Strategy Rationale

Teachers don't have enough time during the day for professional development to be scheduled.

Action Step 1 5

Provide stipends to allow teachers to stay after school hours to attend professional development.

Person Responsible

Daniel Burney

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Meeting agendas and sign in sheets. Stipend reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Plan and schedule monthly professional development activities after school hours.

Person Responsible

Daniel Burney

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Sign in sheets, pd schedule.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 [7]

Walk throughs

Person Responsible

Daniel Burney

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Classroom walk-throughs and evidence of implementation of skills learned during professional development sessions. Follow up activities completed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The school will implement a positive behavior support system.	Pettit, Shannon	8/24/2015	Informal and formal student suspension referrals will decrease in number from the 2014-15 school year to the 2015-16 school year.	6/6/2016 daily
G2.B1.S1.A1	District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for language acquisition opportunities.	Renfroe, Laura	8/24/2015	Attendance sheets from meetings.	6/6/2016 monthly
G2.B2.S1.A1	Provide stipends to allow teachers to stay after school hours to attend professional development.	Burney, Daniel	8/24/2015	Meeting agendas and sign in sheets. Stipend reports.	6/6/2016 monthly
G1.B1.S1.A2	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	RTI:B Database from USF, Infinite Campus Discipline Data., and student checksheet data.	Pettit, Shannon	8/24/2015	Checksheet data will be reviewed weekly to monitor progress towards students' goals.	6/6/2016 daily
G1.B1.S1.MA1	Walkthroughs	Burney, Daniel	8/24/2015	Walkthrough data and discipline data.	6/6/2016 daily
G1.B1.S1.MA1	The entire faculty will help implement the positive behavior support system	Pettit, Shannon	8/24/2015	Quarterly school wide discipline data will be reviewed to track positive behavior reinforcement and student referral and discipline data. This data will be monitored to ensure implementation of interventions that reinforce desired behaviors.	6/6/2016 daily
G2.MA1	Review student test data with grade level teams during common planning time on a bi-weekly basis (every other Wednesday).	Wright, Marshalee	8/24/2015	At least 50% of students will be proficient on the state assessment.	6/6/2016 biweekly
G2.B1.S1.MA1	Classroom Walkthroughs	Burney, Daniel	8/24/2015	Classroom walk through data will indicate that classrooms are showing evidence of language acquisition training.	6/6/2016 weekly
G2.B1.S1.MA1	Instructional Calendar will list all trainings. Principal and Assistant Principal will monitor calendar and bulletin to ensure meetings are held monthly.	Renfroe, Laura	8/24/2015	Instructional Calendar	6/6/2016 monthly
G2.B2.S1.MA1	Walk throughs	Burney, Daniel	8/24/2015	Classroom walk-throughs and evidence of implementation of skills learned during professional development sessions. Follow up activities completed.	6/6/2016 weekly
G2.B2.S1.MA1	Plan and schedule monthly professional development activities after school hours.	Burney, Daniel	8/24/2015	Sign in sheets, pd schedule.	6/6/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If there is a focus on building students' social skills, this will support a culture of high expectations for student behavior and learning.

G1.B1 Time for program implementation

G1.B1.S1 Positive Behavioral Support system implemented school-wide

PD Opportunity 1

The school will implement a positive behavior support system.

Facilitator

Guidance Counselor

Participants

Faculty, Staff and Students

Schedule

Daily, from 8/24/2015 to 6/6/2016

G2. If a focus on reading proficiency is implemented school-wide, then student achievement will improve.

G2.B1 Lack of teacher experience with content.

G2.B1.S1 District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for Reading in daily classroom instruction.

PD Opportunity 1

District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for language acquisition opportunities.

Facilitator

Principal, Assistant Principal and district coaches

Participants

Faculty

Schedule

Monthly, from 8/24/2015 to 6/6/2016

G2.B2 Time for professional development opportunities

G2.B2.S1 Provide stipends to allow teachers to stay after school hours to attend professional development.

PD Opportunity 1

Provide stipends to allow teachers to stay after school hours to attend professional development.

Facilitator

Daniel Burney

Participants

Faculty

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	The school will implement a positive behavior support system.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			District-Wide	Other		$500.00
			Notes: Advanced Placement			
2	G1.B1.S1.A2					$0.00
3	G2.B1.S1.A1	District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for language acquisition opportunities.				$0.00
4	G2.B2.S1.A1	Provide stipends to allow teachers to stay after school hours to attend professional development.				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$4,000.00
					Total:	$4,500.00