

Alachua County Public Schools

Marjorie Kinnan Rawlings Elementary School



2016-17 Schoolwide Improvement Plan

Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST, Gainesville, FL 32609

<https://www.sbac.edu/rawlings>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 1-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	

**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 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Marjorie Kinnan Rawlings Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide our students with a safe and enriching 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 process of teaching and learning.

b. Provide the school's vision statement.

The Rawlings Elementary School staff, students, and community work collaboratively to ensure students have lifelong success in academic, artistic, and social emotional learning.

2. School Environment

a. 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 provides an opportunity for teachers to meet students and families. Teachers both formally and informally gain information about student backgrounds throughout the year. Quarterly family nights are held to continue building relationships with parents. Our annual family picnic and carnival will also provide an opportunity to build stronger relationships with our students.

b. 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 monitored 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. Beginning in the 2016-2017 school year, the entire Rawlings student body will participate in the Getting Along Together - Social Problem Solving program as a part of the newly implemented Success For All curriculum.

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.

c. 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 revised its 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 at each step. In addition to being trained on the Rawlings School-wide Behavior plan, the faculty and staff received "Tough Kids Toolbox" training and materials. The implementation of the Getting Along Together - Social Problem Solving program provides an opportunity for teachers to act as the main disseminators of positive expectations.

Schoolwide PBIS will be implemented to drive the schools culture toward focusing on positive student behaviors. Funds will be allocated toward purchasing student incentives for meeting schoolwide expectations.

The Rawlings Leadership Team will meet weekly to review discipline data and implement plans to ensure the schoolwide behavioral system continues to support an enriching environment.

d. 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.

The Community Foundation of North Central Florida and an anonymous donor created a 1.5 million dollar Mental Wellness Fund. The Mental Wellness Fund will be used to support the school district's System of Care initiative and will provide Rawlings with both a Mental Health Counselor and Social Worker. These individuals will provide intensive, targeted services to roughly 30 students with severe behavioral, social and emotional deficits. These students will also be eligible for other supports within the community.

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.)

3. Early Warning Systems

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

a. 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 - Leadership 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.

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

1. 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	3	9	1	2	0	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	1	3	12	11	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	5	6	14	0	0	0	0	0	0	0	25

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	12	15	1	0	0	0	0	0	0	0	28

c. 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

Success For All Language Arts Curriculum

Waterford

Achieve 3000

Safer, Smarter Kids

SFA Getting Along Together

Extended Hour of Learning

Instructional Coach and SFA Facilitator

Guidance Counselor

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306851>.

2. Description

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

2. 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.

The school administration encourages and supports faculty and staff who contribute their time and skills to community organizations. In doing so, the school is able to build and sustain strong partnerships within the community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Burney, Daniel	Principal
Pettit, Shannon	School Counselor
Creamer, Laura	Assistant Principal
Parker, Moses	Dean

b. Duties

1. 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), FCIM Coordinator (Shanee Martin), and Dean (Moses Parker) 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. Dean (Moses Parker) supports teachers in student behavior management and oversees the implementation of school wide behavior modification plan. The Success for All Facilitator (Ann Nguyen) leads in the implementation of the schools Language Arts curriculum. The S.F.A Facilitator manages curriculum materials and assumes the role of S.F.A. coach.

The Rawlings Leadership Team will meet weekly to review data, discuss trends, and make decisions that affect the school. Pertinent data and decisions of the leadership team will disseminated to the faculty and staff at meetings or through team leaders.

2. 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, Dean, and SFA Facilitator) meets weekly to review data and discuss trends 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, assistant principal, and S.F.A. coach. The school will continue to use PBS to improve engagement (behavior and attendance) among all students at Tiers I, II, and III. 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.

After collecting data to identify individual student's strengths and deficiencies, students will be assigned to small group reading (S.F.A) or math instruction (My Math Triumphs). The S.F.A. Language Arts curriculum includes instruction at all tiers.

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 Leadership Team determines a priority need for individualized instruction. Students will participate in S.F.A. computerized supplementary instruction in small groups (reading). Or, the Leadership Team will determine which other evidence-based behavioral interventions and environmental supports will allow for increased student achievement.

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) is also taking place, with ongoing training and support being given to our staff by the School Counselor, Dean, and district personnel.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Teacher
Daniel Burney	Principal
Shanda Haynes	Teacher
Moses Parker	Teacher
Shabrika Wright	Parent
Delila Vaughn	Parent
Marcella McDonald	Education Support Employee
Trenetta Perryman	Education Support Employee
Ward Simonton	Business/Community
Ermon Owens	Business/Community

b. Duties

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

a. 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.

b. Development of this school improvement plan

During the first meeting of the school year (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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Burney, Daniel	Principal
Creamer, Laura	Administrative Support
Ortega, Yoana	Teacher, K-12
Hampton, Kim	Teacher, K-12
Haynes, Shanda	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

Additionally, the Literacy Leadership Team will be closely monitoring the school wide implementation of the Success For All Language Arts Curriculum. They will work closely with the provider to provide ongoing staff professional development, and quickly intervene to address problems with implementation.

D. Public and Collaborative Teaching

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

1. 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 regularly scheduled.

In an effort to promote positive working relationships, the Hospitality committee will work closely with Fine Arts Staff to create teacher based celebrations and superlatives.

2. 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 provides school Principals with interns who are ready to be first year teachers. 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.

3. 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 that are new to the school at least once a month. Each grade level has a team leader who 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 of reading, math, and science who meet with new and veteran teachers to review data and reinforce the use of best teaching practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 for math and science. Instructional coaches support teachers in developing lessons aligned to Florida Standards.

All literacy instruction will be implemented through Success for All curriculum.

b. Instructional Strategies

1. 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. Weekly Leadership Team meetings as well as biweekly FCIM meetings are held to disaggregate data, plan, review and reflect.

2. 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 instruction 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. First grade teachers develop and host an orientation specifically for the incoming cohorts of students who are new to the school.

b. College and Career Readiness

1. 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. The School

Guidance Counselor organizes a successful career day which features of nearly 20 professionals and community organizations. Career day offers students a unique opportunity to experience various career paths in a immersive way.

2. 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).

Select students are able to participate in the Robotics club, which provides them an opportunity to develop skills using advanced technology.

3. 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.

Select students are able to participate in the Robotics club, which provides them an opportunity to receive technical education in engineering, computer science and architecture.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Focus on building students' social skills and behavioral intelligence, with the goal of supporting a culture of high expectations for student behavior and learning and reducing out of school suspension rates.
- G2.** If a focus on reading gains 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Focus on building students' social skills and behavioral intelligence, with the goal of supporting a culture of high expectations for student behavior and learning and reducing out of school suspension rates. 1a

G085111

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

ACIIS - PCG Data, RTI:B Database from USF, Infinite Campus Discipline Data., and student point sheet data

Person Responsible

Moses Parker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

All available data monitoring instruments will be monitored to determine progress toward selected goals

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

G085112

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Success For All Reading program implementation. Teachers will be implementing a new comprehensive reading program.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development, core curriculum, Title I Intervention teachers, standards based instruction, ESE teachers, Instructional Coaches, enrichment 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

Daniel Burney

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Student test data will be collected to demonstrate learning gains for all students with focus on the lowest quartile of students.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Focus on building students' social skills and behavioral intelligence, with the goal of supporting a culture of high expectations for student behavior and learning and reducing out of school suspension rates. 1

G085111

G1.B1 Inadequate staff training 2

B226404

G1.B1.S1 Staff trained on positive Behavioral Support system to be implemented school-wide. Provide in house training on classroom management strategies. How district lead trainings twice per year at critical times. 4

S238830

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

Moses Parker

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Informal and formal student suspension referrals will decrease in number from the 2015-16 school year to the 2016-17 school year.

Action Step 2 5

Provide district lead trainings to support teachers at critical times of the school year

Person Responsible

Moses Parker

Schedule

On 6/2/2017

Evidence of Completion

We will hold a training in late September or Early October, and a second training in April

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

The entire faculty will help implement the positive behavior support system with fidelity

Person Responsible

Moses Parker

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Monthly 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

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk-through Data

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

Monitor Discipline Data and disseminate to staff

Person Responsible

Moses Parker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Referral and referral resolution data will be monitored, aggregated, dis-aggregated, and disseminated monthly to staff.

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

G085112

G2.B1 Success For All Reading program implementation. Teachers will be implementing a new comprehensive reading program. 2

B226407

G2.B1.S1 SFA Facilitator (District Instructional Coach) and SFA Coaches will provide training at faculty meetings and meet with reading level teams to help implement the Success For All Reading program.

4

S238833

Strategy Rationale

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

Action Step 1 5

SFA Facilitator (District Instructional Coach) and SFA coaches will provide training at faculty meetings and meet with reading level teams to help plan for implementation and refinement of Success For All Reading program.

Person Responsible

Laura Creamer

Schedule

Monthly, from 8/1/2016 to 6/1/2017

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, Assistant Principal and SFA Facilitator will monitor meetings to

Person Responsible

Laura Creamer

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Instructional Calendar, meeting agendas, attendance at meetings.

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

Classroom Walkthroughs

Person Responsible

Daniel Burney

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom walk through data will indicate that classrooms are showing evidence of implementation and refinement of Success For All Reading program.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M316202	Classroom Walkthroughs	Burney, Daniel	8/22/2016	Classroom walk through data will indicate that classrooms are showing evidence of implementation and refinement of Success For All Reading program.	6/1/2017 weekly
G2.B1.S1.A1 A309335	SFA Facilitator (District Instructional Coach) and SFA coaches will provide training at faculty...	Creamer, Laura	8/1/2016	Attendance sheets from meetings.	6/1/2017 monthly
G1.MA1 M316201	ACIIS - PCG Data, RTI:B Database from USF, Infinite Campus Discipline Data., and student point...	Parker, Moses	8/15/2016	All available data monitoring instruments will be monitored to determine progress toward selected goals	6/2/2017 monthly
G2.MA1 M316204	Review student test data with grade level teams during common planning time on a bi-weekly basis...	Burney, Daniel	8/8/2016	Student test data will be collected to demonstrate learning gains for all students with focus on the lowest quartile of students.	6/2/2017 biweekly
G1.B1.S1.MA1 M316196	Walkthroughs	Burney, Daniel	8/15/2016	Walk-through Data	6/2/2017 monthly
G1.B1.S1.MA3 M316197	Monitor Discipline Data and disseminate to staff	Parker, Moses	8/15/2016	Referral and referral resolution data will be monitored, aggregated, dis-aggregated, and disseminated monthly to staff.	6/2/2017 monthly
G1.B1.S1.MA1 M316198	The entire faculty will help implement the positive behavior support system with fidelity	Parker, Moses	8/8/2016	Monthly 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.	6/2/2017 daily
G1.B1.S1.A1 A309332	The school will implement a positive behavior support system.	Parker, Moses	8/15/2016	Informal and formal student suspension referrals will decrease in number from the 2015-16 school year to the 2016-17 school year.	6/2/2017 daily
G1.B1.S1.A2 A309333	Provide district lead trainings to support teachers at critical times of the school year	Parker, Moses	8/15/2016	We will hold a training in late September or Early October, and a second training in April	6/2/2017 one-time
G2.B1.S1.MA1 M316203	Instructional Calendar will list all trainings. Principal, Assistant Principal and SFA Facilitator...	Creamer, Laura	8/1/2016	Instructional Calendar, meeting agendas, attendance at meetings.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Focus on building students' social skills and behavioral intelligence, with the goal of supporting a culture of high expectations for student behavior and learning and reducing out of school suspension rates.

G1.B1 Inadequate staff training

G1.B1.S1 Staff trained on positive Behavioral Support system to be implemented school-wide. Provide in house training on classroom management strategies. How district lead trainings twice per year at critical times.

PD Opportunity 1

The school will implement a positive behavior support system.

Facilitator

Guidance Counselor, Dean

Participants

Faculty, Staff and Students

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Provide district lead trainings to support teachers at critical times of the school year

Facilitator

District Personnel

Participants

Faculty

Schedule

On 6/2/2017

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

G2.B1 Success For All Reading program implementation. Teachers will be implementing a new comprehensive reading program.

G2.B1.S1 SFA Facilitator (District Instructional Coach) and SFA Coaches will provide training at faculty meetings and meet with reading level teams to help implement the Success For All Reading program.

PD Opportunity 1

SFA Facilitator (District Instructional Coach) and SFA coaches will provide training at faculty meetings and meet with reading level teams to help plan for implementation and refinement of Success For All Reading program.

Facilitator

Principal, Assistant Principal, SFA Facilitator and SFA Coaches

Participants

Faculty

Schedule

Monthly, from 8/1/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The school will implement a positive behavior support system.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
			District-Wide	Other		\$500.00
			Notes: Advanced Placement			
2	G1.B1.S1.A2	Provide district lead trainings to support teachers at critical times of the school year				\$0.00
3	G2.B1.S1.A1	SFA Facilitator (District Instructional Coach) and SFA coaches will provide training at faculty meetings and meet with reading level teams to help plan for implementation and refinement of Success For All Reading program.				\$0.00
Total:						\$500.00