

Marjorie Kinnan Rawlings Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 10/17/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Marjorie Kinnan Rawlings Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 Elementary 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.

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. The entire Rawlings student body will continue to participate in the Getting Along Together - Social Problem Solving program as a part of the Success For All curriculum.

Duties and assignments are given to teachers and staff before and after school to make certain that supervision is adequate and that students feel safe as they arrive and 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 Getting Along Together - Social Problem Solving program, provides an opportunity for teachers to act as the main disseminators of positive 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.
Several mentoring programs are in place at Rawlings (UF, Sororities, etc.)

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance - The student services team schedules attendance educational planning team meetings to invite parents 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	0	0	2	2	2	0	0	0	0	0	0	0	6
One or more suspensions	0	2	5	4	4	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	1	6	6	0	2	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	3	17	18	0	0	0	0	0	0	0	38

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	1	2	2	3	0	0	0	0	0	0	0	8

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
Success For All Language Arts Curriculum
Smarty Ants
Winning Reading Boost
IStation Reading and Math
Achieve 3000
Safer, Smarter Kids
SFA Getting Along Together
Extended Hour of Learning
Instructional Coach and SFA Facilitator
Guidance Counselor
System of Care

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/428151>.

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

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
Creamer, Laura	Assistant Principal
Martin, Shanee	Instructional Coach
Graham, Michael	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 BRT/Dean (Crista Everett) 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. BRT/Dean (Crista Everett) 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 provide an introductory lesson on Safe Schools in third, fourth, and fifth grade which covers 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
Sharon Carter	Parent
Daniel Burney	Principal
Shanda Haynes	Teacher
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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Martin, Shanee	Instructional Coach

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 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 each 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, Florida Ready, IStation and Achieve 3000. Homeroom teachers work with students in whole group and small group using Guided Reading books leveled to students' instructional level along with the Achieve 3000 program, Florida Ready Material, Write Score materials and IStation Reading to differentiate 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 each year.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If we focus on implementing Solutions Teams with fidelity, then we will accomplish improvement in school culture including student behavior and attendance.
- G2.** If we have a school-wide focus on standards based instruction, then student achievement will improve in all cross-curricular areas.

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. If we focus on implementing Solutions Teams with fidelity, then we will accomplish improvement in school culture including student behavior and attendance. 1a

G095745

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	120.0

Targeted Barriers to Achieving the Goal 3

- Solution teams meet inconsistently or not at all.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavioral Resource Teacher (BRT)
- motivated teachers
- Success For All Cooperative Cultures
- mentoring program
- character trait of the month
- SNAP (Stop Now And Plan) program
- Safer, Smarter Kids program
- All-Pro Dads
- PTA
- Faith-based partners

Plan to Monitor Progress Toward G1. 8

Review of quarterly Solution Teams data (i.e. Attendance, Intervention, Parent and Family Engagement, School wide Behavior).

Person Responsible

Michael Graham

Schedule

Quarterly, from 9/4/2017 to 5/4/2018

Evidence of Completion

Excel sheet

G2. If we have a school-wide focus on standards based instruction, then student achievement will improve in all cross-curricular areas. **1a**

 G095746

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	54.0
ELA Achievement District Assessment	54.0
Math Achievement District Assessment	54.0
Statewide Science Assessment Achievement	54.0

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of standards - components, complexity.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Board Configuration
- Winning Reading Boost Program
- Year Round Professional Development from Success For All
- District Support
- Write Score writing program
- Collaborative Team Meetings
- Achieve 3000/Smarty Ants
- Planing Days for Teams, 2 per year
- FCIM and SFA Coaches
- Title 1 Funds for Class Size Reduction
- SFA Materials
- IStation Reading and Math
- Florida Ready Materials
- FSA question format practice tool
- Media Center Remodel
- TenMarks Math online
- Partnership with Trinity United Methodist/Faith Mission
- Kids Count After School Program
- 21st Century After School Program
- Extended Day Enrichment Program
- Robotics
- Math Team
- NE Region Team

Plan to Monitor Progress Toward G2. 8

Review of AIMS and quarterly SFA assessments.

Person Responsible

Shanee Martin

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google Doc tracking/Excel sheet/SFA Data Tracker

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. If we focus on implementing Solutions Teams with fidelity, then we will accomplish improvement in school culture including student behavior and attendance. 1

 G095745

G1.B6 Solution teams meet inconsistently or not at all. 2

 B257773

G1.B6.S1 Establish Solution Team meeting times for staff to engage in collaborative data conversations focusing on issues and needs of the school. 4

 S272776

Strategy Rationale

The rationale of having the Solution Teams is so staff can have input and additional opportunities to develop the areas in need of improvement and close the achievement gap.

Action Step 1 5

Solution Team chairs and team members will be assigned.

Person Responsible

Michael Graham

Schedule

On 9/1/2017

Evidence of Completion

Solution Team assignment document

Action Step 2 5

Schedule monthly meeting dates and times.

Person Responsible

Michael Graham

Schedule

Monthly, from 9/4/2017 to 5/1/2018

Evidence of Completion

School calendar

Action Step 3 5

Schedule quarterly network meeting dates.

Person Responsible

Shanee Martin

Schedule

On 8/8/2017

Evidence of Completion

school calendar

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Crista Everett will check in with Laura Renfroe to ensure meeting has been set.

Person Responsible

Laura Creamer

Schedule

Weekly, from 8/8/2017 to 5/4/2018

Evidence of Completion

email

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Faculty and staff will implement school wide discipline plan with fidelity.

Person Responsible

Michael Graham

Schedule

Daily, from 8/14/2017 to 6/4/2018

Evidence of Completion

Monthly school wide discipline data will be reviewed to track positive behavior reinforcement, student referrals, and implementation of interventions that reinforce desired behaviors.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Monitor attendance and tardies data.

Person Responsible

Laura Creamer


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance Reports

G2. If we have a school-wide focus on standards based instruction, then student achievement will improve in all cross-curricular areas. 1

 G095746

G2.B1 Lack of understanding of standards - components, complexity. 2

 B257774

G2.B1.S1 Provide Professional Development on Complexity of FL Standards as related to curriculum programs. 4

 S272777

Strategy Rationale

Give teachers a clearer understanding of complexity levels of FL Standards.

Action Step 1 5

Create a Professional Development Plan for the school year.

Person Responsible

Shanee Martin

Schedule

On 8/1/2017

Evidence of Completion

Plan document.

Action Step 2 5

Establish alignment of SFA materials to FL standards.

Person Responsible

Shanee Martin

Schedule

Biweekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Focus Calendars

Action Step 3 5

Provide Professional Development on the Complexity of Standards

Person Responsible

Daniel Burney

Schedule

On 8/8/2017

Evidence of Completion

Calendar Invite

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

Shanee Martin will check in with Laura Renfroe to ensure meeting has been set.

Person Responsible

Laura Creamer

Schedule

On 7/31/2017

Evidence of Completion

Email

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

Check in that alignment has been created

Person Responsible

Laura Creamer

Schedule

On 7/31/2017

Evidence of Completion

Email

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

Check in that PD has been set

Person Responsible

Laura Creamer

Schedule

On 7/31/2017

Evidence of Completion

Email

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

Classroom Walkthrough for use of standards with complexity.

Person Responsible

Daniel Burney

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Walkthrough form

G2.B1.S2 Create a planning process to be implemented by teams and coaches. 4

 S272778

Strategy Rationale

A protocol will be developed to ensure a planning process is taking place.

Action Step 1 5

Leadership Team creates framework for team planning.

Person Responsible

Daniel Burney

Schedule

On 7/31/2017

Evidence of Completion

Framework document/calendar invite

Action Step 2 5

Sharing of Framework for Standards Based Planning including Arts Staff.

Person Responsible

Daniel Burney

Schedule

On 8/7/2017

Evidence of Completion

Agenda

Action Step 3 5

Team planning meeting including data.

Person Responsible

Shanee Martin

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

calendar invites

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Check in that meeting has been set.

Person Responsible

Laura Creamer

Schedule

On 7/30/2017

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Meeting is ready.

Person Responsible

Laura Creamer

Schedule

On 8/7/2017

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Meetings set and occurring.

Person Responsible

Daniel Burney

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Email/calendar invites

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom Walkthroughs

Person Responsible

Daniel Burney

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Walkthrough form

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership Team Meetings

Person Responsible

Daniel Burney

Schedule

Weekly, from 8/14/2017 to 6/1/2018



Evidence of Completion

Meeting Agendas, notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S2.MA1 M392198	Check in that meeting has been set.	Creamer, Laura	7/30/2017	Email	7/30/2017 one-time
G2.B1.S1.MA1 M392193	Shanee Martin will check in with Laura Renfro to ensure meeting has been set.	Creamer, Laura	7/31/2017	Emai	7/31/2017 one-time
G2.B1.S1.MA3 M392194	Check in that alignment has been created	Creamer, Laura	7/31/2017	Email	7/31/2017 one-time
G2.B1.S1.MA4 M392195	Check in that PD has been set	Creamer, Laura	7/31/2017	Email	7/31/2017 one-time
G2.B1.S2.A1 A366099	Leadership Team creates framework for team planning.	Burney, Daniel	7/31/2017	Framework document/calendar invite	7/31/2017 one-time
G2.B1.S1.A1 A366096	Create a Professional Development Plan for the school year.	Martin, Shanee	8/1/2017	Plan document.	8/1/2017 one-time
G2.B1.S2.MA2 M392199	Meeting is ready.	Creamer, Laura	8/7/2017	Email	8/7/2017 one-time
G2.B1.S2.A2 A366100	Sharing of Framework for Standards Based Planning including Arts Staff.	Burney, Daniel	8/7/2017	Agenda	8/7/2017 one-time
G1.B6.S1.A3 A366095	Schedule quarterly network meeting dates.	Martin, Shanee	8/8/2017	school calendar	8/8/2017 one-time
G2.B1.S1.A3 A366098	Provide Professional Development on the Complexity of Standards	Burney, Daniel	8/8/2017	Calendar Invite	8/8/2017 one-time
G1.B6.S1.A1 A366093	Solution Team chairs and team members will be assigned.	Graham, Michael	8/21/2017	Solution Team assignment document	9/1/2017 one-time
G1.B6.S1.A2 A366094	Schedule monthly meeting dates and times.	Graham, Michael	9/4/2017	School calendar	5/1/2018 monthly
G1.MA1 M392191	Review of quarterly Solution Teams data (i.e. Attendance, Intervention, Parent and Family...	Graham, Michael	9/4/2017	Excel sheet	5/4/2018 quarterly
G1.B6.S1.MA1 M392190	Crista Everett will check in with Laura Renfro to ensure meeting has been set.	Creamer, Laura	8/8/2017	email	5/4/2018 weekly
G2.B1.S2.MA3 M392200	Meetings set and occurring.	Burney, Daniel	8/7/2017	Email/calendar invites	5/31/2018 biweekly
G2.B1.S2.A3 A366101	Team planning meeting including data.	Martin, Shanee	8/7/2017	calendar invites	5/31/2018 biweekly
G2.MA1 M392201	Review of AIMS and quarterly SFA assessments.	Martin, Shanee	8/21/2017	Google Doc tracking/Excel sheet/SFA Data Tracker	6/1/2018 weekly
G1.B6.S1.MA3 M392189	Monitor attendance and tardies data.	Creamer, Laura	8/14/2017	Attendance Reports	6/1/2018 monthly
G2.B1.S1.MA1 M392192	Classroom Walkthrough for use of standards with complexity.	Burney, Daniel	8/21/2017	Walkthrough form	6/1/2018 daily
G2.B1.S1.A2 A366097	Establish alignment of SFA materials to FL standards.	Martin, Shanee	8/1/2017	Focus Calendars	6/1/2018 biweekly
G2.B1.S2.MA1 M392196	Classroom Walkthroughs	Burney, Daniel	8/21/2017	Walkthrough form	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA5  M392197	Leadership Team Meetings	Burney, Daniel	8/14/2017	Meeting Agendas, notes	6/1/2018 weekly
G1.B6.S1.MA1  M392188	Faculty and staff will implement school wide discipline plan with fidelity.	Graham, Michael	8/14/2017	Monthly school wide discipline data will be reviewed to track positive behavior reinforcement, student referrals, and implementation of interventions that reinforce desired behaviors.	6/4/2018 daily

V. Professional Development Opportunities

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

G2. If we have a school-wide focus on standards based instruction, then student achievement will improve in all cross-curricular areas.

G2.B1 Lack of understanding of standards - components, complexity.

G2.B1.S1 Provide Professional Development on Complexity of FL Standards as related to curriculum programs.

PD Opportunity 1

Provide Professional Development on the Complexity of Standards

Facilitator

NE Team

Participants

Teachers

Schedule

On 8/8/2017

G2.B1.S2 Create a planning process to be implemented by teams and coaches.

PD Opportunity 1

Sharing of Framework for Standards Based Planning including Arts Staff.

Facilitator

Daniel Burney

Participants

Teachers

Schedule

On 8/7/2017

PD Opportunity 2

Team planning meeting including data.

Facilitator

Shanee Martin

Participants

Teachers

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

VI. Technical Assistance Items

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

G2. If we have a school-wide focus on standards based instruction, then student achievement will improve in all cross-curricular areas.

G2.B1 Lack of understanding of standards - components, complexity.

G2.B1.S1 Provide Professional Development on Complexity of FL Standards as related to curriculum programs.

TA Opportunity 1

Create a Professional Development Plan for the school year.

Facilitator

Shanee Martin

Participants

Leadership Team

Schedule

On 8/1/2017

TA Opportunity 2

Establish alignment of SFA materials to FL standards.

Facilitator

Shanee Martin

Participants

Leadership Team/Teachers

Schedule

Biweekly, from 8/1/2017 to 6/1/2018

G2.B1.S2 Create a planning process to be implemented by teams and coaches.

TA Opportunity 1

Leadership Team creates framework for team planning.

Facilitator

Daniel Burney

Participants

Leadership Team

Schedule

On 7/31/2017

VII. Budget

1	G1.B6.S1.A1	Solution Team chairs and team members will be assigned.				\$0.00
2	G1.B6.S1.A2	Schedule monthly meeting dates and times.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$1,000.00
			Notes: Cooperative Culture Materials			
3	G1.B6.S1.A3	Schedule quarterly network meeting dates.				\$0.00
4	G2.B1.S1.A1	Create a Professional Development Plan for the school year.				\$0.00
5	G2.B1.S1.A2	Establish alignment of SFA materials to FL standards.				\$36,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Marjorie Kinnan Rawlings Elem			\$0.00
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$36,500.00
			Notes: SFA Contract Year 3			
6	G2.B1.S1.A3	Provide Professional Development on the Complexity of Standards				\$0.00
7	G2.B1.S2.A1	Leadership Team creates framework for team planning.				\$0.00
8	G2.B1.S2.A2	Sharing of Framework for Standards Based Planning including Arts Staff.				\$0.00
9	G2.B1.S2.A3	Team planning meeting including data.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0341 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$1,000.00
			<i>Notes: Substitues for teacher planning sessions.</i>			
			0341 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$1,000.00
			<i>Notes: Standards based field trips.</i>			
Total:						\$39,500.00