

Alachua County Public Schools

# Marjorie Kinnan Rawlings Elementary School



## 2018-19 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)	2017-18 Title I School	2017-18 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	98%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	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 10/16/2018.

### 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.

### 2018-19 DA Category and Statuses for Marjorie Kinnan Rawlings Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- 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 it's 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. 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 school wide 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.

SMILE mentoring program is in place at Rawlings.

### 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	32	22	10	11	4	0	0	0	0	0	0	0	79
One or more suspensions	0	5	7	3	6	9	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	0	0	2	5	3	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	5	24	36	0	0	0	0	0	0	0	65

**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	2	3	5	7	11	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  
Success For All Language Arts Curriculum  
Smarty Ants  
IStation Reading and Math  
Achieve 3000  
Safer, Smarter Kids  
SFA Getting Along Together  
Extended Hour of Learning  
SFA Instructional Coach  
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 available at the school site.

**2. Description**

**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
Creamer, Laura	Principal
Martin, Shanee	Instructional Coach
Graham, Michael	Dean
Phillips, Pat	Assistant Principal
McLeod, Stefanie	Instructional Coach
Pettit, Shannon	School Counselor

## 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 (Laura Creamer) 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 (Pat Phillips), 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 (Stephanie McLeod) leads in the implementation of the schools Language Arts curriculum. The SFA facilitator manages curriculum materials and assumes the role of SFA coach.

The Rawlings Leadership Team 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, 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 Dean. 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 (SFA) or math instruction (My Math Triumphs). The SFA 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 SFA 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 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
Michel O'Neil	Teacher
Shanda Haynes	Teacher
Trenetta Perryman	Education Support Employee
Rebecca Wilder	Teacher
Ralph Hilliard	Business/Community
Sharon Carter	Parent
Laura Creamer	Principal

## 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 allocated for planning days for teachers, standards based field trips, and uniform assistance.

### **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
Creamer, Laura	Principal
Martin, Shanee	Instructional Coach
McLeod, Stefanie	Instructional Coach
Phillips, Pat	Assistant Principal
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 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 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 and Saint Leos College 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**

Creamer, Laura, creamerl@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.

**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 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

G100818

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	100.0

**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
- We Include New Kids Program (WINK)

**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**

Stefanie McLeod

**Schedule**

Quarterly, from 10/1/2018 to 5/4/2019

**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

 G100819

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	54.0
Statewide Science Assessment Achievement	50.0
ELA/Reading Gains	41.0
ELA/Reading Lowest 25% Gains	41.0
Math Lowest 25% Gains	54.0
Math Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of standards - components, complexity.
- Use of data to reteach standards.
- Need for Culturally Responsive Instruction.
- Personnel needed to support differentiated instruction.
- Additional/extra time needed for standards based instruction.

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

- Board Configuration
- 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
- 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

Progress monitoring data will be collected during the year to determine the progress towards standards mastery.

**Person Responsible**

Shanee Martin

**Schedule**

Biweekly, from 8/31/2018 to 6/27/2019

**Evidence of Completion**

Data reports will be reviewed at Leadership meetings and FCIM meetings.

## 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

G100818

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

B271917

**G1.B6.S1** Establish Solution Teams through the Success For All Reading Program and establish meeting times for staff to engage in collaborative data conversations focusing on issues and needs of the school. 4

S287901

### 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

Stefanie McLeod

#### Schedule

On 9/1/2018

#### Evidence of Completion

Solution Team assignment document

### Action Step 2 5

Schedule monthly meeting dates and times.

#### Person Responsible

Stefanie McLeod

#### Schedule

Monthly, from 9/4/2018 to 5/1/2019

#### Evidence of Completion

School calendar

### Action Step 3 5

Schedule quarterly network meeting dates.

**Person Responsible**

Stefanie McLeod

**Schedule**

On 8/8/2018

***Evidence of Completion***

school calendar

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

Stephanie McLeod will check in with Pat Phillips to ensure meeting has been set.

**Person Responsible**

Pat Phillips

**Schedule**

Weekly, from 8/8/2018 to 5/4/2019

***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 8/14/2018 to 6/4/2019

***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**

Shannon Pettit


**Schedule**

Monthly, from 8/14/2018 to 6/1/2019

***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

 G100819

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

 B271918

**G2.B1.S1** Create a planning process to be implemented by teams and coaches. 4

 S287902

### 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

Shanee Martin

#### Schedule

On 7/31/2018

#### Evidence of Completion

Framework document/calendar invite

### Action Step 2 5

Sharing of Framework for Standards Based Planning including Arts Staff.

#### Person Responsible

Shanee Martin

#### Schedule

On 8/7/2018

#### Evidence of Completion

Agenda



**Action Step 3** 5

Team planning meeting including data.

**Person Responsible**

Shanee Martin

**Schedule**

Biweekly, from 8/7/2018 to 5/31/2019

***Evidence of Completion***

calendar invites

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

Check in that meeting has been set.

**Person Responsible**

Pat Phillips

**Schedule**

On 7/30/2018

***Evidence of Completion***

Email

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

Meeting is ready.

**Person Responsible**

Pat Phillips

**Schedule**

On 8/7/2018

***Evidence of Completion***

Email

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

Meetings set and occurring.

**Person Responsible**

Shanee Martin

**Schedule**

Biweekly, from 8/7/2018 to 5/31/2019

***Evidence of Completion***

Email/calendar invites

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

Classroom Walkthroughs

**Person Responsible**

Laura Creamer

**Schedule**

Daily, from 8/21/2018 to 6/1/2019

***Evidence of Completion***

Walkthrough form

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

Leadership Team Meetings

**Person Responsible**

Laura Creamer

**Schedule**

Weekly, from 8/14/2018 to 6/1/2019

***Evidence of Completion***

Meeting Agendas, notes

**G2.B1.S2 Standards Focus Board Professional Development** 4

 S287903

**Strategy Rationale**

Aids in understanding of standards and lesson objectives.

**Action Step 1** 5

Planning meeting held with District PD coach and leadership team.

**Person Responsible**

Laura Creamer

**Schedule**

On 8/22/2018

***Evidence of Completion***

Meeting Notes

**Action Step 2** 5

PD date added to calendar

**Person Responsible**

Laura Creamer

**Schedule**

On 8/22/2018

***Evidence of Completion***

Calendar

**Action Step 3** 5

District PD Coach emails powerpoint of PD to Principal

**Person Responsible**

Laura Creamer

**Schedule**

On 8/23/2018

***Evidence of Completion***

Powerpoint of PD

**Action Step 4** **5**

PD held for staff on Standards Focus Boards.

**Person Responsible**

Laura Creamer

**Schedule**

On 8/27/2018

***Evidence of Completion***

Sign In Sheet

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

Walkthroughs for evidence of standards boards.

**Person Responsible**

Pat Phillips

**Schedule**

Weekly, from 9/3/2018 to 5/31/2019

***Evidence of Completion***

Snapshot evidence

**G2.B6** Use of data to reteach standards. **2**

 B271923

**G2.B6.S1** Progress monitoring of students using the IReady Diagnostic tool to plan individualized instruction. **4**

 S287904

**Strategy Rationale**

Florida Ready materials are onsite and use of the IReady diagnostic tool will target student strengths and weaknesses to close the achievement gap.

**Action Step 1** **5**

Purchase IReady Diagnostic Tool

**Person Responsible**

Shanee Martin

**Schedule**

On 9/12/2018

***Evidence of Completion***

IReady Reports

**Action Step 2** **5**

IReady Webinar for 3-5 Homeroom Teachers

**Person Responsible**

Shanee Martin

**Schedule**

On 9/27/2018

***Evidence of Completion***

Staff Sign In Sheet

### Action Step 3 5

Administer the IReady Baseline Diagnostic Tool

**Person Responsible**

Shanee Martin

**Schedule**

On 10/31/2018

***Evidence of Completion***

IReady Reports

### Action Step 4 5

IReady Live Professional Development - Data

**Person Responsible**

Shanee Martin

**Schedule**

On 5/31/2019

***Evidence of Completion***

Sign In Sheet

### Action Step 5 5

Teachers will utilize the IReady mini lessons to correlate instruction from the Florida Ready materials.

**Person Responsible**

Shanee Martin

**Schedule**

Weekly, from 10/1/2018 to 5/31/2019

***Evidence of Completion***

Walkthroughs and snapshots collected during instruction.

**Action Step 6** 5

Cycle will continue with further diagnostics and planning.

**Person Responsible**

Shanee Martin

**Schedule**

Weekly, from 10/1/2018 to 5/31/2019

***Evidence of Completion***

Diagnostic test reports.

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

IReady Diagnostic Reports, Review of Mini Lessons, Walkthroughs and Snapshots.

**Person Responsible**

Laura Creamer

**Schedule**

Biweekly, from 10/1/2018 to 5/31/2019

***Evidence of Completion***

IReady Reports, Mini Lesson Plans, Standards Data.

**G2.B9 Need for Culturally Responsive Instruction.** 2

 B271926

**G2.B9.S1 Professional Learning Communities to address Culturally Responsive Teaching through book study.** 4

 S287905

**Strategy Rationale**

Professional Learning Communities will strengthen instructional collaboration and address the need for culturally responsive instruction.

**Action Step 1** 5

Purchase books for PLC.

**Person Responsible**

Laura Creamer

**Schedule**

On 9/12/2018

***Evidence of Completion***

Book purchase invoice.

**Action Step 2** 5

Add PLC Dates to Rawlings Calendar

**Person Responsible**

Laura Creamer

**Schedule**

On 9/12/2018

***Evidence of Completion***

Calendar Dates visible on google calendar.



### Action Step 3 5

Distribute books prior to first PLC meeting.

**Person Responsible**

Laura Creamer

**Schedule**

On 10/3/2018

***Evidence of Completion***

Book Check Out List

### Action Step 4 5

PLC Meetings

**Person Responsible**

Laura Creamer

**Schedule**

Monthly, from 10/10/2018 to 5/31/2019

***Evidence of Completion***

Sign In Sheets

### Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Email reminders of meeting dates and book activities.

**Person Responsible**

Laura Creamer

**Schedule**

Biweekly, from 10/17/2018 to 5/31/2019

***Evidence of Completion***

Book activities at PLC meetings will be collected as evidence. Evidence of culturally responsive instruction through walkthroughs and snapshots.

**Plan to Monitor Effectiveness of Implementation of G2.B9.S1** 7

Walkthroughs and snapshots to monitor effectiveness of culturally responsive instruction.

**Person Responsible**

Laura Creamer

**Schedule**

Weekly, from 10/24/2018 to 5/31/2019

***Evidence of Completion***

PLC book activities and student data.

**G2.B10** Personnel needed to support differentiated instruction. 2

 B271927

**G2.B10.S1** Hire a .3 intervention teacher and 2 paraprofessionals to assist teachers with differentiated instruction of standards based instruction. 4

 S287906

**Strategy Rationale**

Increased personnel will support standards based instruction at the instructional level of students.

**Action Step 1** 5

Post paraprofessional vacancies on district employment site.

**Person Responsible**

Laura Creamer

**Schedule**

On 9/10/2018

***Evidence of Completion***

Job Posting

**Action Step 2** 5

Interview and hire applicants for paraprofessional vacancies.

**Person Responsible**

Laura Creamer

**Schedule**

On 9/25/2018

***Evidence of Completion***

Status Forms

**Action Step 3** 5

Develop a daily schedule for paraprofessionals.

**Person Responsible**

Pat Phillips

**Schedule**

On 10/1/2018

***Evidence of Completion***

Schedules.

**Plan to Monitor Fidelity of Implementation of G2.B10.S1** 6

Monitor paraprofessional daily schedule through walkthroughs and teacher conferences.

**Person Responsible**

Pat Phillips

**Schedule**

Biweekly, from 10/1/2018 to 5/31/2019

***Evidence of Completion***

Teacher conference notes and paraprofessional schedule.

**G2.B10.S2** Use Title I Part A funds for a 100% FCIM Coach, a 100% SFA Instructional Coach and a 100% Intervention Teacher **4**

 S287907

### **Strategy Rationale**

Title I Personnel will support instruction of students.

### **Action Step 1 **5****

Use Title I Part A Funds for 3 support positions.

#### **Person Responsible**

#### **Schedule**

On 6/4/2019

#### ***Evidence of Completion***

Title I Part A Budget

### **Plan to Monitor Fidelity of Implementation of G2.B10.S2 **6****

Title I Schedules and Records

#### **Person Responsible**

Shanee Martin

#### **Schedule**

Monthly, from 8/13/2018 to 6/3/2019

#### ***Evidence of Completion***

Daily schedules and data records will be collected.

**G2.B11** Additional/extra time needed for standards based instruction. 2

 B271928

**G2.B11.S1** Saturday School and Extended School Year will be offered to students for standards based instruction. 4

 S287908

**Strategy Rationale**

Additional time is needed for student mastery of standards.

**Action Step 1** 5

Review data to determine students in need of additional standards instruction.

**Person Responsible**

Shanee Martin

**Schedule**

Biweekly, from 10/8/2018 to 5/31/2019

***Evidence of Completion***

Assessment data

**Action Step 2** 5

Recruit teachers for Saturday school and extended school year.

**Person Responsible**

Shanee Martin

**Schedule**

On 10/8/2018

***Evidence of Completion***

Teacher List

### Action Step 3 5

Send out informational letter and invite to families of students selected.

**Person Responsible**

Shanee Martin

**Schedule**

On 10/22/2018

***Evidence of Completion***

Signed parent letters.

### Action Step 4 5

Saturday School and Extended School Year sessions for Students.

**Person Responsible**

Pat Phillips

**Schedule**

On 6/27/2019

***Evidence of Completion***

Attendance sheets and teacher lesson plans.

### Plan to Monitor Fidelity of Implementation of G2.B11.S1 6

Attendance sheets and teacher lesson plans.

**Person Responsible**

Pat Phillips

**Schedule**

Monthly, from 10/22/2018 to 6/27/2019

***Evidence of Completion***

Teacher lesson plans and walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G2.B11.S1** 7

Disaggregate data of students attending Saturday School and ESY to determine effectiveness.

**Person Responsible**

Shanee Martin

**Schedule**

Monthly, from 11/5/2018 to 6/27/2019

***Evidence of Completion***

Data reports will be reviewed by FCIM Coach and Leadership to determine effectiveness.



**G2.B11.S2** Gear Up Week will be offered for teachers to return to school early for standards planning.

4

 S287909

### **Strategy Rationale**

Additional time for planning and unpacking of standards will strengthen instruction.

### **Action Step 1** 5

Gear Up Week sign up sheet emailed to teachers.

#### **Person Responsible**

Shanee Martin

#### **Schedule**

On 6/3/2018

#### ***Evidence of Completion***

Sign In Sheet Email

### **Action Step 2** 5

Title I Paperwork will be submitted for approval.

#### **Person Responsible**

Shanee Martin

#### **Schedule**

On 4/29/2018

#### ***Evidence of Completion***

Title I Email and approval.

### Action Step 3 5

Gear Up Week Agenda developed by Leadership team.

**Person Responsible**

Shanee Martin

**Schedule**

On 6/3/2018

***Evidence of Completion***

Agenda

### Action Step 4 5

Agenda and sign up sheet shared with teachers on day one of Gear Up Week.

**Person Responsible**

Shanee Martin

**Schedule**

On 8/9/2018

***Evidence of Completion***

Sign in sheets.

### Plan to Monitor Fidelity of Implementation of G2.B11.S2 6

Lesson Plans will be monitored from completed planning sessions.

**Person Responsible**

Shanee Martin

**Schedule**

On 8/9/2018

***Evidence of Completion***

Lesson Plans.

## 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** 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

Laura Creamer

#### Participants

Teachers

#### Schedule

On 8/7/2018

### PD Opportunity 2

Team planning meeting including data.

#### Facilitator

Shanee Martin

#### Participants

Teachers

#### Schedule

Biweekly, from 8/7/2018 to 5/31/2019

## G2.B1.S2 Standards Focus Board Professional Development

### PD Opportunity 1

PD held for staff on Standards Focus Boards.

#### Facilitator

Liana Glanville

#### Participants

1-5 Teachers

#### Schedule

On 8/27/2018

## G2.B6 Use of data to reteach standards.

**G2.B6.S1** Progress monitoring of students using the IReady Diagnostic tool to plan individualized instruction.

### PD Opportunity 1

IReady Webinar for 3-5 Homeroom Teachers

#### Facilitator

IReady Personnel

#### Participants

3-5 Homeroom Teachers

#### Schedule

On 9/27/2018

### PD Opportunity 2

IReady Live Professional Development - Data

#### Facilitator

IReady Personnel

#### Participants

3-5 Homeroom Teachers

#### Schedule

On 5/31/2019

## 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.B6** Use of data to reteach standards.

**G2.B6.S1** Progress monitoring of students using the IReady Diagnostic tool to plan individualized instruction.

### TA Opportunity 1

Purchase IReady Diagnostic Tool

#### Facilitator

District Technical Support

#### Participants

3-5 Homeroom Teachers

#### Schedule

On 9/12/2018

## VII. Budget

1	G1.B6.S1.A1	Solution Team chairs and team members will be assigned.				\$63,083.25
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	390-Other Purchased Services	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A	0.0	\$34,750.00
			Notes: Success For All Contract			
	6300	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$26,000.00
			Notes: Professional Learning Communities for teachers will take place after post planning and before pre planning in order to use student assessment data to analysis and inform instruction working on instructional planning to decrease achievement gap.			
	6300	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$2,333.25
			Notes: Purchase 24 copies of the following books as part of the Solution Tree PLC. School Improvement for All How to Leverage PLCs for School Improvement Learning by Doing			
2	G1.B6.S1.A2	Schedule monthly meeting dates and times.				\$0.00
3	G1.B6.S1.A3	Schedule quarterly network meeting dates.				\$0.00
4	G2.B1.S1.A1	Leadership Team creates framework for team planning.				\$0.00

**Alachua - 0341 - Marjorie Kinnan Rawlings Elem - 2018-19 SIP**  
*Marjorie Kinnan Rawlings Elementary School*

<b>5</b>	<b>G2.B1.S1.A2</b>	<b>Sharing of Framework for Standards Based Planning including Arts Staff.</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S1.A3</b>	<b>Team planning meeting including data.</b>				<b>\$3,294.09</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	750-Other Personal Services	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A	0.0	\$3,060.00
			<i>Notes: Substitutes for teacher planning sessions. Collaborative team planning with instructional coaches. Teachers will spend one day each semester participating in collaborative planning day. 18 subs at \$85 per day for 2 days</i>			
	6300	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A	0.0	\$234.09
			<i>Notes: SS for substitutes</i>			
<b>7</b>	<b>G2.B1.S2.A1</b>	<b>Planning meeting held with District PD coach and leadership team.</b>				<b>\$0.00</b>
<b>8</b>	<b>G2.B1.S2.A2</b>	<b>PD date added to calendar</b>				<b>\$0.00</b>
<b>9</b>	<b>G2.B1.S2.A3</b>	<b>District PD Coach emails powerpoint of PD to Principal</b>				<b>\$0.00</b>
<b>10</b>	<b>G2.B1.S2.A4</b>	<b>PD held for staff on Standards Focus Boards.</b>				<b>\$0.00</b>
<b>11</b>	<b>G2.B10.S1.A1</b>	<b>Post paraprofessional vacancies on district employment site.</b>				<b>\$0.00</b>
<b>12</b>	<b>G2.B10.S1.A2</b>	<b>Interview and hire applicants for paraprofessional vacancies.</b>				<b>\$62,946.44</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	150-Aides	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	1.5	\$25,668.00
			<i>Notes: 2 Para Professionals</i>			
	5100	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.3	\$17,500.00
			<i>Notes: .3 intervention teacher = 11.25 hours per week</i>			
	5100	210-Retirement	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	1.5	\$2,120.18
			<i>Notes: retirement for 2 para professionals</i>			
	5100	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	1.5	\$1,963.60
			<i>Notes: SS for 2 para professionals</i>			
	5100	290-Other Employee Benefits	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	1.5	\$130.91
			<i>Notes: early retirement for 2 para professionals</i>			
	5100	230-Group Insurance	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	1.5	\$12,692.00
			<i>Notes: group insurance for 2 para professionals</i>			
	5100	210-Retirement	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.3	\$1,443.75
			<i>Notes: retirement for .3 intervention teacher</i>			

**Alachua - 0341 - Marjorie Kinnan Rawlings Elem - 2018-19 SIP**  
*Marjorie Kinnan Rawlings Elementary School*

	5100	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.3	\$1,338.75
			<i>Notes: SS for .3 intervention teacher</i>			
	5100	290-Other Employee Benefits	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.3	\$89.25
			<i>Notes: early retirement for .3 intervention teacher</i>			
<b>13</b>	<b>G2.B10.S1.A3</b>	<b>Develop a daily schedule for paraprofessionals.</b>				<b>\$0.00</b>
<b>14</b>	<b>G2.B10.S2.A1</b>	<b>Use Title I Part A Funds for 3 support positions.</b>				<b>\$195,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	150-Aides	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$195,000.00
			<i>Notes: 3 Title I Positions.</i>			
<b>15</b>	<b>G2.B11.S1.A1</b>	<b>Review data to determine students in need of additional standards instruction.</b>				<b>\$0.00</b>
<b>16</b>	<b>G2.B11.S1.A2</b>	<b>Recruit teachers for Saturday school and extended school year.</b>				<b>\$0.00</b>
<b>17</b>	<b>G2.B11.S1.A3</b>	<b>Send out informational letter and invite to families of students selected.</b>				<b>\$0.00</b>
<b>18</b>	<b>G2.B11.S1.A4</b>	<b>Saturday School and Extended School Year sessions for Students.</b>				<b>\$22,977.68</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$2,160.00
			<i>Notes: Stipend for 3 teachers to provide instruction for 2 hours and 1 hour of planning for 12 sessions of Saturday School</i>			
	5100	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$15,000.00
			<i>Notes: Salaries for 4 teachers to provide instruction for Extended School Year sessions for 14 days at 6 hours per day based on average teacher's salary average rate of pay.</i>			
	5100	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$2,000.00
			<i>Notes: Curriculum materials for Saturday school and Extended Year Ready Florida for grades 1, 2, 4 and 5 for ELA.</i>			
	5100	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$1,000.00
			<i>Notes: Reasonable and necessary supplies for Saturday School and Extended Year</i>			
	5100	210-Retirement	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$178.42
			<i>Notes: Retirement benefits for Stipend for 3 teachers to provide instruction for 2 hours and 1 hour of planning for 12 sessions of Saturday School</i>			
	5100	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$165.24
			<i>Notes: SSI benefits for Stipend for 3 teachers to provide instruction for 2 hours and 1 hour of planning for 12 sessions of Saturday School</i>			

**Alachua - 0341 - Marjorie Kinnan Rawlings Elem - 2018-19 SIP**  
**Marjorie Kinnan Rawlings Elementary School**

	5100	290-Other Employee Benefits	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$11.02
			<i>Notes: Early Retirement benefits for Stipend for 3 teachers to provide instruction for 2 hours and 1 hour of planning for 12 sessions of Saturday School</i>			
	5100	210-Retirement	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$1,239.00
			<i>Notes: Retirement benefits for Salaries for 4 teachers to provide instruction for Extended School Year sessions.</i>			
	5100	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$1,147.50
			<i>Notes: SSI benefits for Salaries for 4 teachers to provide instruction for Extended School Year sessions.</i>			
	5100	290-Other Employee Benefits	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$76.50
			<i>Notes: Early Retirement benefits for Salaries for 4 teachers to provide instruction for Extended School Year sessions.</i>			
19	G2.B11.S2.A1	<b>Gear Up Week sign up sheet emailed to teachers.</b>				<b>\$0.00</b>
20	G2.B11.S2.A2	<b>Title I Paperwork will be submitted for approval.</b>				<b>\$14,486.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$14,486.00
			<i>Notes: Gear Up week stipends.</i>			
21	G2.B11.S2.A3	<b>Gear Up Week Agenda developed by Leadership team.</b>				<b>\$0.00</b>
22	G2.B11.S2.A4	<b>Agenda and sign up sheet shared with teachers on day one of Gear Up Week.</b>				<b>\$0.00</b>
23	G2.B6.S1.A1	<b>Purchase IReady Diagnostic Tool</b>				<b>\$1,575.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	369-Technology-Related Rentals	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$1,575.00
			<i>Notes: i-Ready Math Diagnostic per student license for 175 3rd-5th grade students = \$787.50 i-Ready Reading Diagnostic per student license for 175 3rd - 5th grade students = \$787.50</i>			
24	G2.B6.S1.A2	<b>IReady Webinar for 3-5 Homeroom Teachers</b>				<b>\$850.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	399-Other Technology-Related Purchased Services	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$850.00
			<i>Notes: i-Ready Diagnostic Professional Development, Getting Started for teachers of grades 3-5. 1.5 hours - held after school Provided by Curriculum Associates- web based PD format</i>			
25	G2.B6.S1.A3	<b>Administer the IReady Baseline Diagnostic Tool</b>				<b>\$0.00</b>
26	G2.B6.S1.A4	<b>IReady Live Professional Development - Data</b>				<b>\$1,500.00</b>



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	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.0	\$1,500.00
			<i>Notes: One day data analysis on site training for grades 3-5</i>			
27	G2.B6.S1.A5	Teachers will utilize the IReady mini lessons to correlate instruction from the Florida Ready materials.				\$0.00
28	G2.B6.S1.A6	Cycle will continue with further diagnostics and planning.				\$0.00
29	G2.B9.S1.A1	Purchase books for PLC.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A	0.0	\$3,000.00
			<i>Notes: Two PLC meetings will be held the 18-19 school year for K-5th grade teachers - 1 each semester. Culturally Responsive Teaching and the Brain (58 copies) by Zaretta Hammond (\$29.30 per book) and Teach Like a Pirate by Dave Burgess (\$22.07 per book).</i>			
	6300	750-Other Personal Services	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$0.00
			<i>Notes: substitutes for PLC meetings</i>			
	6300	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$0.00
			<i>Notes: SS for substitutes</i>			
30	G2.B9.S1.A2	Add PLC Dates to Rawlings Calendar				\$0.00
31	G2.B9.S1.A3	Distribute books prior to first PLC meeting.				\$0.00
32	G2.B9.S1.A4	PLC Meetings				\$0.00
					<b>Total:</b>	<b>\$381,843.84</b>








## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2019</b>					
 G2.B11.S2.A2 A390539	Title I Paperwork will be submitted for approval.	Martin, Shanee	4/29/2018	Title I Email and approval.	4/29/2018 one-time
 G2.B11.S2.A1 A390538	Gear Up Week sign up sheet emailed to teachers.	Martin, Shanee	6/3/2018	Sign In Sheet Email	6/3/2018 one-time
 G2.B11.S2.A3 A390540	Gear Up Week Agenda developed by Leadership team.	Martin, Shanee	6/3/2018	Agenda	6/3/2018 one-time
 G2.B1.S1.MA1 M427104	Check in that meeting has been set.	Phillips, Pat	7/30/2018	Email	7/30/2018 one-time
 G2.B1.S1.A1 A390513	Leadership Team creates framework for team planning.	Martin, Shanee	7/31/2018	Framework document/calendar invite	7/31/2018 one-time
 G2.B1.S1.MA2 M427105	Meeting is ready.	Phillips, Pat	8/7/2018	Email	8/7/2018 one-time
 G2.B1.S1.A2 A390514	Sharing of Framework for Standards Based Planning including Arts Staff.	Martin, Shanee	8/7/2018	Agenda	8/7/2018 one-time
 G1.B6.S1.A3 A390512	Schedule quarterly network meeting dates.	McLeod, Stefanie	8/8/2018	school calendar	8/8/2018 one-time
 G2.B11.S2.MA1 M427115	Lesson Plans will be monitored from completed planning sessions.	Martin, Shanee	8/9/2018	Lesson Plans.	8/9/2018 one-time
 G2.B11.S2.A4 A390541	Agenda and sign up sheet shared with teachers on day one of Gear Up Week.	Martin, Shanee	8/6/2018	Sign in sheets.	8/9/2018 one-time
 G2.B1.S2.A1 A390516	Planning meeting held with District PD coach and leadership team.	Creamer, Laura	8/22/2018	Meeting Notes	8/22/2018 one-time
 G2.B1.S2.A2 A390517	PD date added to calendar	Creamer, Laura	8/22/2018	Calendar	8/22/2018 one-time
 G2.B1.S2.A3 A390518	District PD Coach emails powerpoint of PD to Principal	Creamer, Laura	8/23/2018	Powerpoint of PD	8/23/2018 one-time
 G2.B1.S2.A4 A390519	PD held for staff on Standards Focus Boards.	Creamer, Laura	8/27/2018	Sign In Sheet	8/27/2018 one-time
 G1.B6.S1.A1 A390510	Solution Team chairs and team members will be assigned.	McLeod, Stefanie	8/21/2018	Solution Team assignment document	9/1/2018 one-time
 G2.B10.S1.A1 A390530	Post paraprofessional vacancies on district employment site.	Creamer, Laura	9/10/2018	Job Posting	9/10/2018 one-time
 G2.B6.S1.A1 A390520	Purchase IReady Diagnostic Tool	Martin, Shanee	9/12/2018	IReady Reports	9/12/2018 one-time
 G2.B9.S1.A1 A390526	Purchase books for PLC.	Creamer, Laura	9/12/2018	Book purchase invoice.	9/12/2018 one-time
 G2.B9.S1.A2 A390527	Add PLC Dates to Rawlings Calendar	Creamer, Laura	9/12/2018	Calendar Dates visible on google calendar.	9/12/2018 one-time
 G2.B10.S1.A2 A390531	Interview and hire applicants for paraprofessional vacancies.	Creamer, Laura	9/18/2018	Status Forms	9/25/2018 one-time
 G2.B6.S1.A2 A390521	IReady Webinar for 3-5 Homeroom Teachers	Martin, Shanee	9/27/2018	Staff Sign In Sheet	9/27/2018 one-time
 G2.B10.S1.A3 A390532	Develop a daily schedule for paraprofessionals.	Phillips, Pat	10/1/2018	Schedules.	10/1/2018 one-time

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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.B9.S1.A3 A390528	Distribute books prior to first PLC meeting.	Creamer, Laura	10/3/2018	Book Check Out List	10/3/2018 one-time
G2.B11.S1.A2 A390535	Recruit teachers for Saturday school and extended school year.	Martin, Shanee	10/8/2018	Teacher List	10/8/2018 one-time
G2.B11.S1.A3 A390536	Send out informational letter and invite to families of students selected.	Martin, Shanee	10/22/2018	Signed parent letters.	10/22/2018 one-time
G2.B6.S1.A3 A390522	Administer the IReady Baseline Diagnostic Tool	Martin, Shanee	10/10/2018	IReady Reports	10/31/2018 one-time
G1.B6.S1.A2 A390511	Schedule monthly meeting dates and times.	McLeod, Stefanie	9/4/2018	School calendar	5/1/2019 monthly
G1.MA1 M427101	Review of quarterly Solution Teams data (i.e. Attendance, Intervention, Parent and Family...	McLeod, Stefanie	10/1/2018	Excel sheet	5/4/2019 quarterly
G1.B6.S1.MA1 M427100	Stephanie McLeod will check in with Pat Phillips to ensure meeting has been set.	Phillips, Pat	8/8/2018	email	5/4/2019 weekly
G2.B1.S1.MA3 M427106	Meetings set and occurring.	Martin, Shanee	8/7/2018	Email/calendar invites	5/31/2019 biweekly
G2.B1.S1.A3 A390515	Team planning meeting including data.	Martin, Shanee	8/7/2018	calendar invites	5/31/2019 biweekly
G2.B6.S1.MA1 M427108	IReady Diagnostic Reports, Review of Mini Lessons, Walkthroughs and Snapshots.	Creamer, Laura	10/1/2018	IReady Reports, Mini Lesson Plans, Standards Data.	5/31/2019 biweekly
G2.B6.S1.A4 A390523	IReady Live Professional Development - Data	Martin, Shanee	10/1/2018	Sign In Sheet	5/31/2019 one-time
G2.B6.S1.A5 A390524	Teachers will utilize the IReady mini lessons to correlate instruction from the Florida Ready...	Martin, Shanee	10/1/2018	Walkthroughs and snapshots collected during instruction.	5/31/2019 weekly
G2.B6.S1.A6 A390525	Cycle will continue with further diagnostics and planning.	Martin, Shanee	10/1/2018	Diagnostic test reports.	5/31/2019 weekly
G2.B9.S1.MA1 M427109	Walkthroughs and snapshots to monitor effectiveness of culturally responsive instruction.	Creamer, Laura	10/24/2018	PLC book activities and student data.	5/31/2019 weekly
G2.B9.S1.MA1 M427110	Email reminders of meeting dates and book activities.	Creamer, Laura	10/17/2018	Book activities at PLC meetings will be collected as evidence. Evidence of culturally responsive instruction through walkthroughs and snapshots.	5/31/2019 biweekly
G2.B9.S1.A4 A390529	PLC Meetings	Creamer, Laura	10/10/2018	Sign In Sheets	5/31/2019 monthly
G2.B10.S1.MA1 M427111	Monitor paraprofessional daily schedule through walkthroughs and teacher conferences.	Phillips, Pat	10/1/2018	Teacher conference notes and paraprofessional schedule.	5/31/2019 biweekly
G2.B11.S1.A1 A390534	Review data to determine students in need of additional standards instruction.	Martin, Shanee	10/8/2018	Assessment data	5/31/2019 biweekly
G2.B1.S2.MA1 M427107	Walkthroughs for evidence of standards boards.	Phillips, Pat	9/3/2018	Snapshot evidence	5/31/2019 weekly
G1.B6.S1.MA3 M427099	Monitor attendance and tardies data.	Pettit, Shannon	8/14/2018	Attendance Reports	6/1/2019 monthly
G2.B1.S1.MA1 M427102	Classroom Walkthroughs	Creamer, Laura	8/21/2018	Walkthrough form	6/1/2019 daily
G2.B1.S1.MA5 M427103	Leadership Team Meetings	Creamer, Laura	8/14/2018	Meeting Agendas, notes	6/1/2019 weekly

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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.B10.S2.MA1  M427112	Title I Schedules and Records	Martin, Shanee	8/13/2018	Daily schedules and data records will be collected.	6/3/2019 monthly
G1.B6.S1.MA1  M427098	Faculty and staff will implement school wide discipline plan with fidelity.	Graham, Michael	8/14/2018	Monthly school wide discipline data will be reviewed to track positive behavior reinforcement, student referrals, and implementation of interventions that reinforce desired behaviors.	6/4/2019 daily
G2.B10.S2.A1  A390533	Use Title I Part A Funds for 3 support positions.		8/13/2018	Title I Part A Budget	6/4/2019 one-time
G2.MA1  M427116	Progress monitoring data will be collected during the year to determine the progress towards...	Martin, Shanee	8/31/2018	Data reports will be reviewed at Leadership meetings and FCIM meetings.	6/27/2019 biweekly
G2.B11.S1.MA1  M427113	Disaggregate data of students attending Saturday School and ESY to determine effectiveness.	Martin, Shanee	11/5/2018	Data reports will be reviewed by FCIM Coach and Leadership to determine effectiveness.	6/27/2019 monthly
G2.B11.S1.MA1  M427114	Attendance sheets and teacher lesson plans.	Phillips, Pat	10/22/2018	Teacher lesson plans and walkthroughs.	6/27/2019 monthly
G2.B11.S1.A4  A390537	Saturday School and Extended School Year sessions for Students.	Phillips, Pat	10/22/2018	Attendance sheets and teacher lesson plans.	6/27/2019 one-time