2013-2014 SCHOOL IMPROVEMENT PLAN

Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST
Gainesville, FL 32609
352-955-6715
http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	99%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	D	C	D	D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Marjorie Kinnan Rawlings Elem

Principal
Daniel Burney

School Advisory Council chair
Jason Hill

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jason Hill	AP/CRT
Marlon Jones	AP/BRT
Shannon Pettit	Counselor
Marshalee Wright	FCIMS

District-Level Information

District
Alachua

Superintendent
Hershel Lyons

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jason Hill, Chair, Doris Tenah, Community member Sara Monroe, ESP James Booth, teacher

Involvement of the SAC in the development of the SIP

The SAC met with the principal to review the SIP before submitting and give feedback.

Activities of the SAC for the upcoming school year

The SAC will meet at least five times this year to discuss the school's goal's and make recommendations to the principal and leadership team for helping the school achieve the goals set forth in the school improvement plan. The SAC also votes on use of the school's AP money.

Projected use of school improvement funds, including the amount allocated to each project

At this time there are no projects planned based on a limited budget of less than 1000 dollars in the SAC budget.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Daniel Burney		
Principal	Years as Administrator: 3	Years at Current School: 0

Credentials	Master's in Education (Administration & Supervision) Bachelor's in English (Professional & Technical Writing) Principal Certification (K-12) Reading Endorsement (K-12)
Performance Record	3 Years as Assistant Principal @ Duval Elementary 5 Years as Reading & Language @ Kanapaha Middle School

Marlon Jones		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Master's (Educational Leadership) Bachelors (Professional Management) Teachers' Certification in Education
Performance Record	2 years as Behavior Resource Teacher/Principal Intern (Rawlings) 5 years as Dean of Students (Loften High School) 2 years as Business Teacher (Eastside High School)

Jason Hill		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	Ed.S in Educational Leadership, Master's in Elementary Education Bachelor's degree in Business Management Certified in Elementary Ed (1st - 6thgrade), Principal Certification (K-12), National Board Certified in Early Childhood	
Performance Record	Oak View Middle School 2011-12; School grade A Rawlings Elementary 2012-13; School grade D	

Instructional Coaches

# of instructional coaches
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Dr. Elizabeth Filippi		
Part-time / District-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Ph.D Education	
Performance Record		

Jessica Feldman Mead		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Science	
Credentials		
Performance Record		

Virginia Knoll		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials		
Performance Record		

Marshalee Wright		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Data	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
25

 # receiving effective rating or higher
25, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
25, 100%

 # ESOL endorsed
10, 40%

 # reading endorsed
4, 16%

 # with advanced degrees
14, 56%

 # National Board Certified
1, 4%

 # first-year teachers
3, 12%

 # with 1-5 years of experience
9, 36%

 # with 6-14 years of experience
7, 28%

 # with 15 or more years of experience
8, 32%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

IMPLEMENTATION AND MONITORING OF MTSS AND SIP STRUCTURES:
The school's Leadership Team (Principal, CRT, BRT, School Counselor, and FCIM Coach) meets bi-monthly to discuss successes and concerns throughout the school. Areas needing correction or intervention are assigned to a member on the team to evaluate and devise an action plan. This may include: professional development, assisting in implementing interventions, pacing of academics, recommendations for reassessing students, brainstorming interventions, evaluating and changing schoolwide procedures, implementing special behavioral or attendance emphases in response to data, and other areas.
PROBLEM-SOLVING PROCESS to implement and monitor structures for classroom (core), small group (supplemental) and individual needs (intensive):
Teachers receive training and coaching to implement classroom management strategies and evidence-based, effective instruction in the classroom, and are provided feedback by the principal and assistant principals. The school is also implementing CHAMPS and PBS to improve engagement (behavior and attendance) among all students at the Tier One level. The Leadership Team and Literacy Leadership Team will monitor the effectiveness of school-wide procedures and expectations being taught to the students and use a problem-solving process to improve in areas that are ineffective.
When monitoring data shows a priority need for small group intervention, students will be assigned to small group reading (Foresman Sidewalks) or math instruction (My Math Triumphs). The Pearson reading curriculum includes Tier 2 instruction.
Behaviorally, evidence-based programs such as Check In/Check Out are implemented to address small

group (supplemental) engagement needs. Effectiveness is monitored through point sheets and referral data.

When monitoring data and the Educational Planning Team determines a priority need for individualized instruction, students will participate in Pearson Sidewalks instruction in small groups (reading), or the Educational Planning Team will determine which evidence-based behavioral interventions and environmental supports will help the student's behavior improve to allow for better engagement in school.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Principal, (Daniel Burney), provides leadership and opportunities for teacher training in effective teaching strategies. The Principal and CRT 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 as well as analyze data by benchmarks to ensure concepts are being taught. For all levels of MTSS, Core, Supplemental, and Intensive, the BRT, (Marlon Jones), CRT (Jason Hill), School Counselor (Shannon Pettit), and FCIM Coordinator (Marshalee Wright), help collect progress monitoring data (academic and behavioral), and ensure that intervention support is available based on data. The FCIM meetings are used to share data and promote dialogue on ways to meet individual needs, provide professional development opportunities to support MTSS implementation, and participate in Educational Planning Team (EPT) meetings with parents.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team works with representatives from each grade level (on the Literacy Leadership Team) to implement and monitor the progress on the SIP. Literacy Leadership Team meetings are held monthly, as are faculty meetings, to monitor implementation of the plan. Members of the Leadership Team also hold membership on specific committees which support the SIP. Notes are taken at committee meetings so that concerns can be shared with the Leadership Team. Representatives share information discussed with all members on their specific teams.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

DATA SOURCES:
Beginning in August, Pearson Reading Street benchmark assessments are given. Baseline data is collected in September: FAIR (K-5), District On-Track Math testing (3-5) and Science (5), Discovery Ed Reading (K-3).
Mid-year: FAIR (K-5); Pearson Reading Street benchmarks (K-5); ON-Track Math (3-5); On-Track Science (5) is administered.
End of the year: FAIR (K-5); Pearson Reading Street benchmarks (K-5); Go Math! (K-2), On-Track Math (3-5),; Discovery Ed Reading (K-3) is administered.
Baseline, Mid-Year, and End of the Year data is analyzed by the Leadership Team by strand, student gender, race, SES, ESE, etc.
In addition, between the three benchmark assessments: All math chapter or unit tests are scored and an item analysis is completed by K-5 teachers. Fluency probes are completed bi-monthly. These scores and analyses are then forwarded to the CRT and Principal to review. Data is shared at RtI Leadership Meetings and as needed, additional support is then provided based on these results.
The BRT, School Counselor, and Educational Planning Teams will analyze referral and attendance data, informal referral data to monitor the effectiveness of our core engagement supports (which include CHAMPS expectations being taught, PBS, classroom management plans, and classroom guidance lessons). Supplemental supports (Check In/Check Out, and classroom interventions) will also be

monitored by referral data as well as Point Sheet data. Intensive supports (FBA/BIP, small group and Individualized interventions) will be monitored by referrals, point sheets, and other behavioral data such as surveys and rating scales.

MANAGEMENT SYSTEMS

During pre-planning week, all instructional staff were given the district's testing calendar, as well as the school calendar with important benchmark testing dates listed. Support was provided over the summer to each grade level to creat math, science, and reading instructional calendars. The School Counselor and FCIM Coordinator will work with the Principal in providing additional staff training during faculty meetings and grade-level FCIM meetings throughout the year. The CRT will help facilitate the implementation of reviewing the data.

In addition, information regarding new research-based strategies and available materials will be shared throughout the school year to ensure the students' needs are being addressed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

During Pre-Planning, a brief overview of MTSS was provided to the staff by the school psychologist. The Leadership Team will have regularly scheduled meetings that keep all members aware of individual initiatives within the MTSS system. In addition, the School Counselor will provide direct support to teachers to ensure MTSS is being provided with fidelity. Through the Educational Planning Team process, parents and staff will increase in their capacity to provide data-based problem solving.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,620

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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 students are consistently working in the at-risk or unsatisfactory category are offered assistance by the School Leadership Team and instructional coaches. These teachers are also allowed to observe other teachers whose students' scores are consistently in the on grade level category.

Who is responsible for monitoring implementation of this strategy?

The principal, CRT, BRT and District support staff conduct walk-throughs on a weekly basis, collect lesson plans on a weekly basis, and review data on a bi-monthly basis to ensure the fidelity of the teaching during the extended hour of instruction.

Strategy: Before or After School Program

Minutes added to school year: 16,320

Students participate in the 21st century After school program, a Federal Grant funded program. The purpose of the After school program is to provide students with tutoring in reading, math, and any homework assigned by the students' teachers. Along with tutoring the students participate in enrichment activities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The 21st century program has a school based coordinator as well as a district coordinator who monitors how money is spent and the activities planned for the students. (Check with Mckay about data collected)

Who is responsible for monitoring implementation of this strategy?

The 21st century school coordinator and the district coordinator monitor the implementation of this program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Daniel Burney	Chair
Jason Hill	Co-Chair
Marlon Jones	Member
Marshalee Wright	Secretary/Recorder
Shannon Pettit	Member
Rebecca Schultze	ESE Rep.
Elmira Goode	Kindergarten Rep.
Becky Crossman	1st Grade Rep.
Tammy Dampier	2nd Grade Rep.
Maureen Dillingham	3rd Grade Rep.
Kim Hampton	4th Grade Rep.
Sarah Myhre	5th Grade Rep.
Dr. Elizabeth Fililppi	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team meets on a monthly basis at minimum. The team plans school-wide literacy events as well as school wide activities in other academic areas. The team reviews data to help set goals and monitor progress for student success. The team also meets on developing ways to

improve communication to parents and illicit more participation from parents and other community members.

Major initiatives of the LLT

The major initiatives of the LLT this year is to increase the numbers of books students are checking out from the library, implementation of the core instruction reading program (Pearson Scott Foresman Reading Street) in reading, a newly adopted reading program, implementation of our extended reading hour and to increase the school ranking from the bottom 100 schools in reading to the top 100 schools in reading!

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every Classroom Teacher teaches reading for two and a half hours each day. Each teacher meets with students individually or in small group every day to differentiate their reading instruction to meet the needs of the students in the classroom. Teachers plan for literacy workstations that apply to their students' area of weakness that students can work on independently while the teacher is working in small groups. Resource teachers work with specific grade levels using the Great Leaps reading program to help students improve their sight word reading, fluency, and comprehension. Title 1 teachers meet with small groups of students for 30 minutes to an hour to give students additional support in reading using research based instructional materials. Teachers meet in grade levels and across grade levels to discuss implementation of the new reading series and making sure that their students are mastering the newly adopted Common Core Standards. Literacy Coaches and members of the school leadership team are meeting with individual teachers to support the instruction in the classroom to ensure that teachers are using research based strategies that result in high levels of student achievement.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In April 2014, the district will provide "Kindergarten Round Up," and will publicize the event through posted advertisements, newspapers, radio, and television stations. Rawlings Elementary will advertise this event on the school marquee, through phone homes, in the monthly school newsletter, and on the school's website. During this event, the school holds an afternoon session in which parents can fill out necessary paperwork to enroll their child, meet some of the staff, and ask questions concerning the transition to elementary school. The children during this time experience "kindergarten" with our teachers, through story time, songs, and hands-on activities. Parents are given informational handouts to help prepare their child with essential skills needed for success in school. In addition, the district office has personnel who work with the VPK program and feeder centers in Alachua County help with the event.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

All Students will participate in Career day (Various businesses in the community visit the school and share their work experience with the students). Also, Common core activities and projects are planned by the teacher that are engaging and interesting to the students. Hands on experiences are vital for success and academic growth for Rawlings students.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Mentoring Programs are in place for our third through fifth grade students. Some of those students will have one on one mentoring from The Professional Academies Magnet (PAM) at Loften's Student Government. Rawlings students will be able to visit the many different career academies that PAM has to offer for possible career choices.. Community leaders also come in to mentor various students here at Rawlings.
Courses are selected by the district and implemented by the teacher for each corresponding grade level. The district set forth a pacing guide so that students will be ready to take the FCAT and or End of Course Test. The pacing guide also prepare students to be on or above grade level for the next academic year.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	25%	No	44%
American Indian				
Asian				
Black/African American	38%	25%	No	44%
Hispanic		100%		
White		0%		
English language learners				
Students with disabilities	21%	19%	No	29%
Economically disadvantaged	37%	24%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	21%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	37	48%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	12	67%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		66%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	29%	No	52%
American Indian				
Asian				
Black/African American	46%	27%	No	51%
Hispanic		100%		
White		60%		
English language learners				
Students with disabilities	28%	14%	No	36%
Economically disadvantaged	45%	29%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	22%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	34	45%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	10	53%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	28%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	100	33%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	16%	5%
Students retained, pursuant to s. 1008.25, F.S.	30	10%	5%
Students who are not proficient in reading by third grade	45	87%	50%
Students who receive two or more behavior referrals	50	17%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	9%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Emissary Program			
Title I Parent Night			
Meet the Community Day			

Goals Summary

G1. Students will be engaged in instruction and exhibit on task behavior throughout the day in all areas of the school.

G2. Teachers will use data to make informed instructional decisions to meet their students needs.

G3. Teachers will use gradual release and implement rigorous task on a consistent basis to impact student achievement in all academic areas.

G4. Teachers will use differentiation, effective vocabulary instruction, and effective questioning techniques to increase achievement of students working below grade level.

Goals Detail

G1. Students will be engaged in instruction and exhibit on task behavior throughout the day in all areas of the school.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science - Elementary School

Resources Available to Support the Goal

- District behavior resource specialist, School behavior resource teacher, Guidance counselor, PBS system, CHAMPS structures

Targeted Barriers to Achieving the Goal

- Unmotivated students and lack of positive reinforcement

- Lack of structure in student's life

Plan to Monitor Progress Toward the Goal

Student engagement will increase in all areas of the school.

Person or Persons Responsible

Principal, BRT, Guidance Counselor, CRT, FCIM coach

Target Dates or Schedule:

2013-14 school year

Evidence of Completion:

The number of informal and formal student discipline referrals will decrease in comparison to the year before.

G2. Teachers will use data to make informed instructional decisions to meet their students needs.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- State and District coaches, and School support staff (CRT, FCIM, Guidance Counselor).

Targeted Barriers to Achieving the Goal

- Lack of training in analyzing data reports.

Plan to Monitor Progress Toward the Goal

Effective use of data.

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule:

2013-14 school year

Evidence of Completion:

Student scores will increase in reading, writing, math, and science from beginning of year assessments to end of year assessments.

G3. Teachers will use gradual release and implement rigorous task on a consistent basis to impact student achievement in all academic areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- State and District level coaches that can provide professional development in gradual release and support with finding resources that involve rigorous task..

Targeted Barriers to Achieving the Goal

- Lack of training of using gradual release across curriculum.

- Lack of understanding Common Core standards and finding resources to prepare students for college and post secondary careers.

Plan to Monitor Progress Toward the Goal

Consistent implementation of gradual release and rigorous task.

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule:

2013-14 school year

Evidence of Completion:

Lesson plans, walk throughs

G4. Teachers will use differentiation, effective vocabulary instruction, and effective questioning techniques to increase achievement of students working below grade level.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- State and district coaches and school level leadership to provide training and support in differentiation and questioning techniques. Common planning time for teachers all five days of the week, book study on vocabulary instruction, professional development in Kagan strategies.

Targeted Barriers to Achieving the Goal

- Lack of experience with math and reading workstations, guided reading, and vocabulary instruction.

- Lack of teaching experience with text dependent questioning, use of higher order questioning, and close reads.

Plan to Monitor Progress Toward the Goal

Review student test data on a bi-weekly basis

Person or Persons Responsible
Principal, CRT, BRT, FCIM

Target Dates or Schedule:
Sept 2013 - June 2014

Evidence of Completion:
75% of students will make learning gains in reading and math in 2014.

Action Plan for Improvement

Problem Solving Key

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

G1. Students will be engaged in instruction and exhibit on task behavior throughout the day in all areas of the school.

G1.B1 Unmotivated students and lack of positive reinforcement

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

Action Step 1

The school will implement a positive behavior support system.

Person or Persons Responsible

Teachers and all school staff

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Informal and formal student suspension referrals will decrease in number from the 2012-13 school year to the 2013-14 school year.

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

The entire faculty will help implement the positive behavior support system

Person or Persons Responsible

Principal, BRT, Guidance Counselor, CRT, FCIM coach

Target Dates or Schedule

Monthly basis

Evidence of Completion

Informal and formal referrals will decrease each month in comparison the month from the year before.

Plan to Monitor Effectiveness of G1.B1.S1

Student engagement in all settings of the school.

Person or Persons Responsible

Principal, BRT, Guidance Counselor, CRT, FCIM coach

Target Dates or Schedule

2013-14 school year

Evidence of Completion

On a monthly basis discipline referrals will decrease in comparison to the year before.

G1.B2 Lack of structure in student's life

G1.B2.S1 CHAMPS program and school discipline program will be implemented school wide

Action Step 1

CHAMPS positive behavior program and school-wide discipline program will be implemented with fidelity.

Person or Persons Responsible

All teachers and school staff

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Student discipline referrals will decrease in number compared to the 12-13 school year

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Implementation of CHAMPS and school-wide discipline behavior plan

Person or Persons Responsible

Principal, BRT, Guidance Counselor, CRT, FCIM coach

Target Dates or Schedule

2013-14 school year.

Evidence of Completion

All classroom discipline plans will be based on the school-wide discipline plan, classroom walk-throughs will see evidence of the program

Plan to Monitor Effectiveness of G1.B2.S1

Implementation of the CHAMPS program and the school discipline program

Person or Persons Responsible

Principal, BRT, Guidance Counselor, CRT, FCIM coach

Target Dates or Schedule

2013-14 school year

Evidence of Completion

discipline referrals will decrease in number compared to the 12-13 school year

G2. Teachers will use data to make informed instructional decisions to meet their students needs.

G2.B1 Lack of training in analyzing data reports.

G2.B1.S1 Professional development on using FAIR data reports, matrix item analysis, and informal data from the classroom to make informed decisions about differentiation and what skills/concepts to review.

Action Step 1

Professional development in making data driven decisions.

Person or Persons Responsible

State and district coaches

Target Dates or Schedule

Sep 2013 - June 2014

Evidence of Completion

Teachers creating focus calendars for the skills/ concepts they will review and differentiating instruction for students who are not mastering benchmark assessments

Facilitator:

CRT

Participants:

Teachers, school leadership, coaches

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

Focus Calendars will be turned in to the leadership team along with lesson plans reflecting differentiation.

Person or Persons Responsible

Principal, CRT, BRT, FCIM coach

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Focus Calendars and lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Effective use of Data

Person or Persons Responsible

Teachers and school-based leadership team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Student benchmark scores will improve with differentiated instruction and reteaching and enrichment based on analyzing student data.

G3. Teachers will use gradual release and implement rigorous task on a consistent basis to impact student achievement in all academic areas.

G3.B1 Lack of training of using gradual release across curriculum.

G3.B1.S1 Professional development will be provided in the use of the gradual release model as it pertains to reading, science, writing, and mathematics instruction.

Action Step 1

Professional development in gradual release model.

Person or Persons Responsible

State math coach, District math coach and school level leadership team

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Teachers will consistently use gradual release in their classrooms, which will also be reflected in teacher lesson plans.

Facilitator:

CRT, literacy, science, and math coaches

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Walk Throughs will be conducted on a consistent basis to look for gradual release being implemented. Lesson plans will reflect the use of gradual release on a daily basis.

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Teachers' lesson plans will reflect gradual release and the walk-throughs will have evidence of the use of gradual release.

Plan to Monitor Effectiveness of G3.B1.S1

Consistent use of gradual release

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Walk throughs will see implementation of gradual realease and lesson plans will reflect gradual release across the curriculum on a daily basis.

G3.B2 Lack of understanding Common Core standards and finding resources to prepare students for college and post secondary careers.

G3.B2.S1 Coaches and school support staff will provide training in Common Core standards as they relate to the core curriculum and finding resources that will meet the level of rigor to be able to demonstrate those standards.

Action Step 1

Teachers will have students complete higher order thinking and more complex task when learning a new skill or topic.

Person or Persons Responsible

Coaches, school support staff, and teachers

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Student work on the walls will display higher order task and walk throughs will look for the rigor of the task that the students are completing.

Facilitator:

CRT, State and district coaches

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Use of rigorous task in instruction.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Classroom displays of student work and walk through informal data along with student mastery of tested concepts.

Plan to Monitor Effectiveness of G3.B2.S1

Students achieving on or above grade level on tested benchmarks.

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Student data will improve in the number of student scoring a level 3 or higher in math, reading, and science along with a score of 4 on the FCAT writes.

G4. Teachers will use differentiation, effective vocabulary instruction, and effective questioning techniques to increase achievement of students working below grade level.

G4.B1 Lack of experience with math and reading workstations, guided reading, and vocabulary instruction.

G4.B1.S1 District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for workstations, guided reading and vocab instruction.

Action Step 1

Professional development will be provided to help with workstations, guided reading and vocab instruction.

Person or Persons Responsible

State and District Reading coaches and School support staff

Target Dates or Schedule

2013-14 school year

Evidence of Completion

FCAT data will reflect improvement in student learning gains.

Facilitator:

CRT and district coaches

Participants:

All instructors

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Teachers will differentiate instruction using workstations and instruct vocabulary effectively..

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Lesson plans will reflect differentiation, walk-throughs will see evidence of effective vocab instruction.

Plan to Monitor Effectiveness of G4.B1.S1

Teacher implementation of differentiation with the use of workstations and effective vocab instruction.

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Teachers will consistently differentiate instruction to meet all students' needs, FCAT scores of the lowest quartile will increase by at least one years growth.

G4.B2 Lack of teaching experience with text dependent questioning, use of higher order questioning, and close reads.

G4.B2.S1 Support from the state, district, and school leadership to help train teachers in the use of higher order questioning, text dependent questioning and close reads.

Action Step 1

Training for teachers in the use of higher order questioning, text dependent questioning, and close reads

Person or Persons Responsible

All teachers

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Teachers effectively use higher order questions, text-dependent questions, and close reads

Facilitator:

CRT, District, and State Coaches

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Teachers will effectively use higher order questions, text-dependent questions, and close reads

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Overall scores will improve the number of students making learning gains and the number of students in the lowest quartile making learning gains.

Plan to Monitor Effectiveness of G4.B2.S1

Teachers will effectively use higher order questioning, text dependent questions, and close reads

Person or Persons Responsible

Principal, CRT, BRT, FCIM

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Classroom walk-throughs will see teachers effectively questioning students across curriculum areas.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Violence Prevention Programs

The school fully supports the district initiative to eliminate bullying from our schools. During the second and third weeks of school, the School Resource Officer, BRT, and School Counselor provided an introductory lesson on Safe Schools in third, fourth, and fifth grade which covered what bullying is and is not, how to get help, and the importance of bystanders in preventing bullying. During Red Ribbon Week (October 21-25, 2013) and National Bullying Awareness Week (November 18-22, 2013), the BRT and 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 the kindergarten classrooms during the first quarter of the school year (September-October). Red Ribbon Week will include school-wide activities. The school also participates in the Officer Friendly program in partnership with the Gainesville Police Department. Implementation of the Positive Behavior Support model (PBS), and CHAMPS "Safe and Civil Schools" is also taking place in the 2013-2014 school year, with ongoing training and support being given to our staff by the BRT and School Counselor.

Career and Technical Education

The comprehensive school guidance program includes plans to incorporate at least two speakers from Science, Technology, Engineering, and Mathematics careers to present in each third, fourth, and fifth grade classroom this year during a related topic in the classroom.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Teachers will use data to make informed instructional decisions to meet their students needs.

G2.B1 Lack of training in analyzing data reports.

G2.B1.S1 Professional development on using FAIR data reports, matrix item analysis, and informal data from the classroom to make informed decisions about differentiation and what skills/concepts to review.

PD Opportunity 1

Professional development in making data driven decisions.

Facilitator

CRT

Participants

Teachers, school leadership, coaches

Target Dates or Schedule

Sep 2013 - June 2014

Evidence of Completion

Teachers creating focus calendars for the skills/ concepts they will review and differentiating instruction for students who are not mastering benchmark assessments

G3. Teachers will use gradual release and implement rigorous task on a consistent basis to impact student achievement in all academic areas.

G3.B1 Lack of training of using gradual release across curriculum.

G3.B1.S1 Professional development will be provided in the use of the gradual release model as it pertains to reading, science, writing, and mathematics instruction.

PD Opportunity 1

Professional development in gradual release model.

Facilitator

CRT, literacy, science, and math coaches

Participants

All teachers

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Teachers will consistently use gradual release in their classrooms, which will also be reflected in teacher lesson plans.

G3.B2 Lack of understanding Common Core standards and finding resources to prepare students for college and post secondary careers.

G3.B2.S1 Coaches and school support staff will provide training in Common Core standards as they relate to the core curriculum and finding resources that will meet the level of rigor to be able to demonstrate those standards.

PD Opportunity 1

Teachers will have students complete higher order thinking and more complex task when learning a new skill or topic.

Facilitator

CRT, State and district coaches

Participants

All instructional staff

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Student work on the walls will display higher order task and walk throughs will look for the rigor of the task that the students are completing.

G4. Teachers will use differentiation, effective vocabulary instruction, and effective questioning techniques to increase achievement of students working below grade level.

G4.B1 Lack of experience with math and reading workstations, guided reading, and vocabulary instruction.

G4.B1.S1 District Reading coaches and school support staff will provide training at faculty meetings and meet with grade level teams to help plan for workstations, guided reading and vocab instruction.

PD Opportunity 1

Professional development will be provided to help with workstations, guided reading and vocab instruction.

Facilitator

CRT and district coaches

Participants

All instructors

Target Dates or Schedule

2013-14 school year

Evidence of Completion

FCAT data will reflect improvement in student learning gains.

G4.B2 Lack of teaching experience with text dependent questioning, use of higher order questioning, and close reads.

G4.B2.S1 Support from the state, district, and school leadership to help train teachers in the use of higher order questioning, text dependent questioning and close reads.

PD Opportunity 1

Training for teachers in the use of higher order questioning, text dependent questioning, and close reads

Facilitator

CRT, District, and State Coaches

Participants

All teachers

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Teachers effectively use higher order questions, text-dependent questions, and close reads

Appendix 2: Budget to Support School Improvement Goals