

FLORIDA DEPARTMENT OF EDUCATION

# 2016 TOP Template

**Rawlings Elementary Center for Fine Arts  
Alachua County Public Schools**

Revised August 31, 2016

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**Turnaround Option Plan (TOP) – Phases 1 and 2**

**Planning in 2015-16 for Implementation in 2016-17**

## Part I: Schools to Be Supported

*Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.*

**Item 1:** In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

0341 Rawlings Elementary
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## Part II: Stakeholder Engagement

### A. Community Assessment Team

*Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.*

**Item 2:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

### B. Turnaround Option Selection Process

**Item 3:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

## Part III: Turnaround Option Selection

*Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.*

## A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

**Item 4:** Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

### **Needs Assessment Methodology**

Additional and specific district support is provided to all schools designated "D" and all are required to complete an SIP using Florida CIM online template and the 8-step problem solving process. SIPs must include strategies to support district expectations. Plans are reviewed by the Executive Director of Elementary and Secondary Curriculum and monitored for implementation monthly by the specific Executive Director of School Supervision assigned to the targeted school. D schools receive additional support from district curriculum specialists, literacy coaches, and other district personnel and are required to hold regular meetings to review benchmark assessment data and early warning system data.

Throughout and at the conclusion of the current school year, the district reviewed data from the Executive Director of School Supervision's school visits; survey results and data from the teacher, parent, and student climate surveys; behavior and attendance data; the district-wide, standards-based, progress-monitoring assessments administered by teachers for reading and mathematics; and the 2016 Florida Standards Assessment ELA results.

#### Effective Leadership:

Teacher surveys indicate positive feedback regarding support from school administration, particularly in support for faculty collaboration toward a common vision and in administrative support for teacher ideas.

<b>Survey Question</b>	<b>% Agree and Strongly Agree</b>
<i>School leaders value teachers' ideas.</i>	87%
School leaders encourage faculty members to work toward the same goals to support the school's vision.	93%

Data also indicates areas of growth for effective administrative leadership. Those areas are in support for common planning and team building and in building a positive culture.

Survey Question	% Agree and Strongly Agree
School leaders provide time for teachers to plan together and engage in team building.	80%
School leaders build and sustain a positive culture with relationships based on trust, collegiality, and mutual respect.	73%

Public and Collaborative Teaching:

Teachers engage in collaborative lesson study during the school year. Grade-level team meetings are held weekly and student work and assessment data is shared among team members. In addition, cross-over grade-level student outcomes are shared on a bi-weekly basis with the administrative team, coaches, and the CIMS facilitator. Literacy and STEM coaches were assigned several days a week to the school for support in specific content standards instruction. A mentor coach was assigned to work directly with their six beginning teachers to ensure that standards-based instruction was in place. Faculty members worked collaboratively to include fine arts integration throughout the curriculum with the support of a consultant from the University of Central Florida, Dr. Mary Palmer.

Ambitious Instruction and Learning:

Data outcomes indicate that students at Rawlings scored below the state and district average on FSA ELA and FSA Math assessments.

**2016 FSA Results**

ELA						Math					
Grade Level	Rawlings	District	State	School-District Difference	School-State Difference	Grade Level	Rawlings	State	District	School-District Difference	School-State Difference
3 <sup>rd</sup>	12	54	54	-40	-40	3 <sup>rd</sup>	31	57	61	-31	-27
4 <sup>th</sup>	16	54	52	-39	-37	4 <sup>th</sup>	22	60	59	-47	-48
5 <sup>th</sup>	23	55	52	-42	-39	5 <sup>th</sup>	27	57	55	-41	-43

Two attendance indicators, student stability (mobility) and average daily attendance, are contributing factors in low achievement performance. Student stability, which is defined by the DOE as the percentage of students who are still in attendance when comparing survey 2 (October) to survey 3 (February), has been calculated at 93% for Rawlings for the 2015-16 school year. Attendance rates at Rawlings, although at 93% in 2015-16, is one of the lowest in the district.

Data for the 2015-2016 school year indicates a forward trend in academic growth. 61% of Rawlings students scoring in the lowest quartile made gains in math, and 56% of all students showed learning gains in math. Rawlings increased the percentage of total points earned over last year by 8% points, which puts Rawlings only 3% points from a grade of C.

Safe and Supportive Environment:

There was an increase in the number of behavior referrals at Rawlings when comparing the 2015-16 school year to previous years. The increase in these numbers is attributed to two factors: an increase in enrollment, which doubled, and a change in the protocols of data entry for behavior referrals. Previous to the change in administration, data entry of behavior referrals for defiance was inconsistently entered.

School Year	Number of Referrals	Enrollment
2014-2015	113	243
2015-2016	439	383

The data indicate a need for additional student, teacher, and administrative support in managing behavior and in developing measures to focus on root cause and systemic issues among staff. Of additional concern is a need for strengthening social/emotional learning and providing greater support from trained interventionists (school professionals trained in behavior management tactics, school social workers to furnish direct student services such a group counseling and individual student and family counseling, and mental health professionals to provide direct and embedded wrap-around services and treatment plans for students affected by mental health disorders).

Family and Community Engagement:

Rawlings has broad community support. The United Church of Gainesville institutes the weekend Food4Kids Backpack program at the school. Several community partners instituted student mentor programs. Faith Mission and Greenhouse Church engage in a 4th and 5th grade student mentoring program. In addition, the AKA sorority members worked as mentors with third grade students.

The school has quarterly Title I family involvement meetings. During these meeting school staff members share information regarding the Florida Standards and have math/science, literacy, and technology nights. Representatives from Achieve3000, an online differentiated literacy program, provided an inservice training for parents about they can use that program at home, as an extension to what is done at school, to support their children's literacy development.

Rawlings has partnered with our district's Parent Academy to provide additional support and training to parents and families. The Parent Academy bus, which houses a mobile computer lab, has made visits to the school on several occasions. Staff work with parents to explain how they can use technology to keep track of students' progress (using our Parent Portal), as well as how they can use technology to support their students as learners.

As a performing arts center, Rawlings has several performances in which family members are invited to attend school. Some major performances include a Veteran's Day Ceremony, the Winter Brilliance program, and the End of Year Celebration. These are well-attended by students' families.

## B. Turnaround Option Selection

**Item 5:** The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

### X **Option 1: District-Managed Turnaround**

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

#### **Option 2: Closure**

The district will reassign students to another school or schools and monitor progress of each reassigned student.

#### **Option 3: Charter**

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

#### **Option 4: External Operator**

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

#### **Option 5: Hybrid**

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

**Item 6:** Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

### **Option 1:**

The Alachua County School District has selected Option 1, the District Managed Turnaround Plan. This plan involves further utilization and refinement of the district-managed turnaround option. We have noticed significant improvement in the school's performance, as their letter grade has improved to a D from an F, and was very close to a grade of C.

Current strategies, supports, and interventions that appear to have been fruitful include:

- Extended school day, which provided 60 minutes of additional reading supports to students
- Flexible instructional model for the most-needy students, supported through Title I funds
- Dedicated interventions, including regular and consistent work with FastForWord, Reading Assistant, Achieve 3000, and Ready Florida, and Thinking Maps
- Support from instructional coaches dedicated to the staff at the school

- Support from the Executive Director of K-12 Curriculum and School Improvement

There is a need for providing additional interventions and supports across three of the five domains: Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. As a result, the district has made several systemic changes to the district-managed plan for Rawlings and will add additional resources.

## Phase 2

*Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.*

### Option 1: District-Managed Turnaround (DMT)

#### Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

#### **DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2**

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

#### **DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c**

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

#### **DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1**

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

**DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d**

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

**DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b**

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

**DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b**

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

**Implementation Plan**

**DMT Item 7:** Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

**Area of Focus 1**

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

**Area of Focus 2**

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

**Area of Focus 3**

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

**Area of Focus 4**



The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

**Area of Focus 5**

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

**DMT Item 8:** In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

**Continuing Administrative Staff:** The principal and assistant principal will be returning for this school year. Complete authority over the turnaround plan has been given to the principal, who will direct the work of support staff and will have final authority over the school and programs being implemented.

Daniel Burney, principal, and Laura Renfroe, assistant principal, lead Rawlings to increase its school grade by one letter grade last year (from F to D). In fact, the school was only 2 percentage points away from earning a C. In addition to this track record of school improvement, Mr. Burney served as Behavior Resource Teacher and Mrs. Renfroe served as Curriculum Resource teacher at Duval Elementary in 2010, when the school grade increased from D to B.

Ms. Donna Jones will serve as the Turnaround Lead for Rawlings. Ms. Jones currently serves as the Executive Director for K-12 Curriculum and School Improvement. She has a proven history of successful turnaround. In 2010, while she was principal of Duval Elementary, the school grade improved from D to B. Ms. Jones will meet with the School-based Leadership team on at least a monthly basis. At these meetings, Ms. Jones, Mr. Burney, and Mrs. Renfroe will discuss the “status of the school.” At those meetings, they will discuss the status of each of the strategies outlined in the TOP plan as well as review data to assess the impact of those strategies. In addition, Ms. Jones will offer additional district resources as may be required to help support the school’s initiatives.

The District Leadership Team will include Sandra Hollinger, Interim Superintendent; Donna Jones, Jennie Wise, and Catherine Barnes, Executive Directors; Karen Clarke, Assistant Superintendent of Curriculum; Kevin Berry, Supervisor of Elementary Curriculum; Teacher Specialists, and Coaches. This team will identify barriers to achieving goals, monitor program activities and evaluate progress as data driven programs change, and inform the Superintendent and all stakeholders involved of changes and or progress. Donna Jones, the turnaround lead for Rawlings, will be the point of contact with the DLT for the principal. This will allow the principal to focus on his work at the school, while Ms. Jones will coordinate the efforts of the DLT to support leadership at the school. These efforts including facilitating delivery of resources in a timely manner, coordinating site-based, job-embedded professional development with the Office of Staff Development, attending district building committee meetings, and to prioritize any facility needs. The district instructional bargaining team is working to include priority hiring practices for the 2017-18 school year.

**Flexible Scheduling:** The principal has the autonomy to implement a flexible school day based on student performance data and school needs. This includes a common 90 minute block of school-wide literacy instruction.

**Changes in Instructional Staff:** Ineffective and uncommitted teachers have been replaced and efforts have been taken to replace vacancies with experienced and highly effective teachers. The principal has been given authority and autonomy to hire staff and to request replacement of ineffective staff when it is deemed necessary due to poor performance.

**Additional Resources to be Used at the School's Discretion:** The principal has been provided additional resources with full autonomy and accountability to use those resources based on the analysis of student performance data. The district provided additional staff allocations and additional monies for program resources.

**Dedicated Instructional Coaches and FCIMS Facilitator:** Unlike other district schools, Rawlings will be provided two dedicated instructional coaches. These coaches work only with Rawlings teachers. One instructional coach will focus on the areas of math/science and serve as a mentor of new teachers and the other coach will focus on literacy. Novice teachers will have one full-time, dedicated support person instead of several different part-time coaches, increasing the amount of time and support being provided to the teachers most in need. A dedicated full-time FCIMS facilitator will also be provided. The FCIMS facilitator will meet regularly with the school's curriculum leadership team to report on progress monitoring of students in tutorial intervention. The FCIMS facilitator will also oversee disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses and formulate school, grade-level, and classroom goals and plans.

**Additional Behavior Social/Emotional Support Units:** The Social Worker who worked with students at Rawlings last year through Project Fortify will continue to work with students again this year. In addition, another Social Worker and a Mental Health professional will be provided to provide guidance and wrap-around support services on campus 5 days per week. These units will work together with other school personnel to ensure a safe and supportive environment at Rawlings.

**Additional Specific Professional Development:** Additional professional development will be provided. Staff will receive ongoing support from the Success for All Foundation and will receive monthly school visits. Not only will the SFA Foundation provide training and support to teachers, but they also work with the administrative team. Staff training in the implementation of the Success For All model will occur monthly. Instructional coaches will provide professional development in the alignment of lesson planning to implementation of standards-based teaching with specific feedback on improving the rigor and quality of instruction and instructional pacing, ensuring students master grade-level standards.

This summer, Rawlings faculty participated in Tough Kids behavior support training and Arts Integration training. Writing alignment training was also offered this summer. Teachers worked together to align writing instruction to the writing standards and to develop a school-wide writing plan.

**Increase Opportunities for Parent Involvement:** Rawlings will employ services from the newly formed Alachua County Public Schools “Parent Academy.” The Parent Academy is able to provide buses to go into the community to provide family empowerment opportunities such as GED prep, job skills, and parenting skills. The Parent Academy has been specifically designed to identify parent needs and to address those needs through providing direct services. For example, the Parent Academy offers a Parent Emissary Mentoring Program. Mentors are matched with parents in order to provide coaching in targeted areas including attendance, behavior, and academic skills through a variety of means of ongoing communication (face-to-face, phone calls, texts, etc.). The Parent Academy also include the Home Instruction for the Parents of Preschool Youth (HIPPY) component, a research-based program designed to build parents’ skills as “their children’s first teacher.”

The annual needs assessment identified three key domain growth areas that would benefit from changes to the DMTOP. These are listed below.

## **District Managed TOP Changes**

### **1. Ambitious Instruction and Learning**

#### **Strategy 1: Formulation of an Academic Team:**

An “Academic Team” has been formulated at the school to help identify and specifically address deficiencies in instruction and learning. The Academic Team will be made up of the, principal, assistant principal, turnaround lead, an FCIM facilitator, and instructional coaches assigned to the school.

The Academic Team will meet weekly to coordinate efforts, review and analyze data, discuss implications for instructional practices, and plan support for instructional staff. The Academic Team will also meet regularly with the behavior team (described below) to ensure that social-emotional needs are considered when planning for quality instruction. The two teams will use the 8-step problem solving model to determine the root-causes and coordinate strategies to address those identified barriers. The FCIM facilitator and instructional coaches will be tasked with job-embedded, focused support, modeling, and feedback for all teachers. The turnaround lead, principal, and assistant principal will focus on observation, evidence collection, feedback, and follow-up to support effective instruction. The Academic Team will utilize the data dashboard in the district’s data management system to monitor student progress towards mastery of benchmarks and standards.

#### **Strategy 2: Full-time Instructional Coaches**

Rawlings will have two full-time instructional coaches. One will work as the Success For All Facilitator and one will work with new teachers and with Math/Science: An Chung is certified in Early Elementary Education, Elementary Education and Middle School Mathematics. Mrs. Chung was an elementary 1st and 4th grade teacher at Westbrook Elementary School in Baltimore, Maryland. She served as the Gifted and Talented Liaison, Science and Environmental Committee Chairperson, New Educator Orientation Instructor and collaborated with

teachers in Writing and Math Summit and a Thinking and Academic Success Skills Summit. Mary Zinger, the second instructional coach, is certified in 1-6 Elementary Education, Educational Leadership, 5-9 English, K-12 ESOL, K-12 Reading, and has a Gifted endorsement . Mrs. Zinger taught third and fifth grade students, sixth grade students and Intervention Reading students. Before becoming an instructional coach she was a curriculum resource teacher at Talbot Elementary.

The benefits of having a designated, full-time instructional coaches will allow teachers to develop collaborative relationships in a safe and supportive learning environment. This model will increase the amount of time and support to individual teachers.

The Instructional Coaches will:

- Train and mentor classroom teachers in research-based strategies designed to improve literacy, math, and science instruction and student achievement on state assessments.
- Provide individualized and small-group training and mentoring to teachers.
- Assist teachers in unit and lesson plan development to assure alignment with assessed standards.
- Support the development of effective lesson presentation.
- Provide guidance to improve effective classroom management.
- Develop effective strategies for the effective assessment of student learning and the use of data for curriculum planning and differentiated instruction.
- Assist in data collection to provide guidance to teachers and school administrative staff on student progress towards mastery.
- Provide expertise in high-yield instructional strategies.
- Model lessons, particularly those that provide differentiated instruction and are designed raise the achievement of struggling students.
- Observe instruction and provide feedback to improve instructional quality.

### **Strategy 3: Full-time FCIMS Facilitator**

The FCIMS Facilitator will:

- Meet regularly with the school's curriculum leadership team to report on progress monitoring of students in tutorial intervention.
- Oversee disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses and formulate school, grade-level, and classroom goals and plans.
- Using student performance data:
  - Work with the curriculum team to identify at risk students
  - Set up intervention sessions for identified students
  - Assist with instructional resources, lesson planning, use of alternative teaching strategies, scheduling, and progress monitoring of students in intervention.
- Facilitate the development of and/or adherence to:
  - Instructional focus calendars identifying benchmarks to be taught,
  - Shared instructional strategies or focus lessons to be used,

- Timeline of assessments to be administered by school and/or grade level.
- Provide training for teachers on:
  - Test specifications;
  - Using assessment data for instructional planning;
  - Instructional alignment with tested benchmarks;
  - Using instructional calendars;
  - Implementation of focus mini lessons which utilize proven and dynamic teaching strategies.

#### **Strategy 4: Changes to Instructional Staff:**

The district has taken steps to further reduce class size and address the complications created by having multiple grade levels in one class. Therefore, additional teaching units will be allocated to Rawlings in order to reduce class size and eliminate combination classes.

Additionally, one ineffective instructional personnel was removed and replaced. The interim superintendent has given full autonomy and authority over the school to the principal. The interim superintendent has also committed to support and facilitate the removal and replacement of any teacher deemed to be ineffective or lacking in commitment to the turnaround plan throughout and at the conclusion of the school year. Teachers with less than effective VAM scores will be replaced at the end of the 2016-17 school year.

Vacancies at the school this year have been primarily filled with veteran teachers, based on performance data review by the principal. The new principal was given full authority to hire teachers to fill vacancies.

#### **Strategy 5: Additional Professional Development:**

Teachers have already been and will continue to be engaged in a variety of professional development activities throughout the 2016-17 school year. Much of this work began as soon as the previous year ended. Toward the end of June, teacher workgroups created a collaborative school-wide writing plan with the support of their school-based instructional leaders. Over the summer, teachers began a book study of The Leader in Me. They continued this work during pre-planning meetings and will follow up at team meetings throughout the school year.

Last year, Dr. Mary Palmer provided teacher training on Teaching Through the Arts. This arts curriculum integration approach will be continued this year with the support of the fine arts faculty.

The most prominent professional development this year will be from the school's new partnership with the Success for All Foundation. The researched based approach includes an "ecosystem" consisting of: student data-centered leadership, rigorous classroom programs based on social skills and cooperative learning, high quality, job-embedded professional development for teachers, and a community-wide structured tutoring program. Success for All has partnered with over 1,000 schools in 48 states, and students at many of those schools have shown significant learning gains in language arts and mathematics.

In addition, instructional coaches and district staff will provide ongoing professional development for teachers based on need throughout the school year.

## **2. Safe and Supportive Environment**

### **Strategy 1: Formulation of a Social-Emotional/Behavior Team:**

A “Social-Emotional/Behavior Team” has been formulated at the school to specifically address social and emotional factors and factors affecting behavior. The Social-Emotional/Behavior Team will consist of the guidance counselor, the Behavior Resource Teacher (BRT), school resource officer, two social workers, and a mental health counselor. The Social-Emotional/Behavior Team will meet weekly to coordinate efforts, review and analyze data, discuss implications for instructional practices, and plan support for instructional staff. The Social-Emotional/Behavior Team will also meet regularly with the Academic Team to ensure that social-emotional needs are considered when planning for quality instruction. As noted, both teams will use the 8-step problem solving model to determine the root-causes and coordinate strategies to address those identified barriers.

The two social workers, while working in tandem, will also fill two distinct roles: One will work directly with students and their families, connecting them to outside resources and assisting in the fulfillment of basic needs and addressing external factors that affect attendance and school performance. The second will focus efforts most directly on students, holding counseling sessions and working directly with the guidance counselor and mental health professional to address issues affecting cognitive and academic development.

The mental health professional will work directly with the social workers and school guidance counselor to identify students with mental health-related conditions. The mental health professional will provide diagnostic and treatment services through individual and small group sessions.

The Social-Emotional/Behavior Team will utilize the early warning system and the data dashboard in our district’s data management system to identify and track indicators affecting student performance.

### **Strategy 2: Rawlings School Uniform Policy**

Rawlings has instituted its own uniform policy. In addition to helping eliminate non-academic distractions, having a school uniform separate from the district’s dress code allows students to maintain a sense of pride and community.

## **3. Family and Community Engagement**

### **Strategy 1: Expanded Efforts at Parent Engagement**

Rawlings receives Title I Part A Parent Involvement funds that are used to provide opportunities for parents to receive information, training, and materials to use at home to improve their child's academic performance. Rawlings also will employ services from the newly formed Alachua County Public Schools "Parent Academy." The Parent Academy is able to provide buses to go into the community to provide family empowerment opportunities such as GED prep, job skills, and parenting skills. Each mobile unit has internet-connected computer stations, instructional software, student-leveled readers, and life skill workbooks for parents. In addition, the Parent Academy offers the Parent Emissary Mentoring Program. Mentors will be matched with parents in order to provide coaching in targeted areas including attendance, behavior, and academic skills through a variety of means of ongoing communication (face-to-face, phone calls, texts, etc.) The Parent Academy surveys parents to determine what types of training best interests them and then works directly with parents to encourage participation and to foster greater involvement in the school.

Alachua County also has recently formulated a "System of Care," which provides one system to comprehensively address the needs of at-risk youth and their families. Services may include but are not limited to: helping families to access individual family or group therapy, cognitive behavioral therapy, job readiness and workforce development training, child care, life/social skills, tutoring, and transportation. Resource through the System of Care will be employed to work with families and engage them in school-related activities.

## **Phase 2**

### **Option 2: Closure**

#### **Areas of Assurance**

By selecting this option and submitting this form, the district agrees to the following assurances.

#### **Assurance 1**

The district shall close the school(s) and reassign students to higher-performing schools in the district.

#### **Assurance 2**

The district shall monitor the reassigned students and report their progress to the department for three years.