Rutledge H. Pearson Elementary School

2018-19 Schoolwide Improvement Plan

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Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

http://www.duvalschools.org/rhpearson

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	B*

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Rutledge H. Pearson Elementary School will provide students with tools and skills needed to realize their highest level of achievement and to strive for academic and social excellence through rigorous quality and challenging curriculum, and flourishing learning environment.

Provide the school's vision statement.

The faculty and staff at Rutledge H. Pearson Elementary School will deliver a rigorous curriculum for a diverse population of students by addressing the needs of the total child and ultimately producing lifelong learners.

School Leadership Team

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

Name	Title
Little-Bartley, Erica	Principal
Jackman, Katasha	Assistant Principal
Coker-Hay, Charmaine	School Counselor
Gindle, Erica	Dean
Alford, Anitra	Instructional Coach
Davis, Carolyn	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

1. Leads all school-wide leadership team meetings.
2. ESTABLISHES VISION: Understands and ensures the integration of goals, action plans, systems, data and practices with existing structures, initiatives and school improvement activities to work toward agreed-upon achievement goals.
3. Ensures that information and actions developed during Leadership Team meetings or activities are communicated to all staff in a timely manner during staff meetings and/or building professional development time.
4. Leads School Leadership Team members in preparing and finalizing agenda for school wide leadership team meetings. Ensures that team members have set the dates/time/location for meetings (at least monthly) and that this information has been communicated to all team members, Coaches, faculty, and District Leadership Teams, as needed.
a. Leads Team Members in establishing meeting agenda and focusing discussion by prioritizing efforts, and keeping team on topic.
b. Leads Team to ensure that School Improvement Action Plans are continuously updated and that staff are following through with agreed-upon tasks, interventions, and strategies.
c. Works with Team Members, Coaches, and District Leadership Team to identify student and staff needs and advocate at the district level for resources, materials, and professional development.
d. Ensures the development of Professional Learning Communities by encouraging staff use of data

to inform, problem solve, question, and provide support to all staff.
e. Assigns staff to enter academic and behavior data into appropriate databases at least weekly.
f. Communicates and plans for the involvement of families and community regarding schoolwide goals and activities.
a. Assisting in interpretation of behavior-related data
b. Guiding Team regarding implementation of Schoolwide Positive Behavior Support Practices, modeling of practices and fidelity checks.
c. Ensuring communication and opportunities for planning and involvement exist with families and community

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/16/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	0	0	2	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	26	0	1	0	2	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	7	5	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	26	19	0	8	0	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	0	2	0	0	0	1	0	0	0	0	0	0	0	3

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	0	0	2	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	26	0	1	0	2	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	7	5	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	26	19	0	8	0	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	0	2	0	0	0	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science proficiency performed the lowest. The trend has been that science scores increased when reviewing the data from the previous two years.

Which data component showed the greatest decline from prior year?

The 5th grade Math Cohort showed the greatest decline of 44% from the previous year.

Which data component had the biggest gap when compared to the state average?

Science Achievement had the biggest gap of 36% when compared to the state average.

Which data component showed the most improvement? Is this a trend?

ELA Lowest 25th percentile gains showed the most improvement and was above the state average.

Describe the actions or changes that led to the improvement in this area.

Strategic focus on students in the bottom quartile. Also tracking and monitoring the progress of those students.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	23%	50%	56%	29%	46%	52%
ELA Learning Gains	41%	51%	55%	39%	49%	52%
ELA Lowest 25th Percentile	52%	46%	48%	48%	45%	46%
Math Achievement	34%	61%	62%	54%	57%	58%
Math Learning Gains	40%	59%	59%	54%	60%	58%
Math Lowest 25th Percentile	33%	48%	47%	58%	49%	46%
Science Achievement	19%	55%	55%	26%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	0 (0)	0 (0)	0 (2)	0 (0)	0 (0)	0 (0)	0 (2)
One or more suspensions	0 (0)	0 (26)	0 (0)	0 (1)	0 (0)	0 (2)	0 (29)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (7)	0 (5)	0 (0)	0 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (26)	0 (19)	0 (45)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	22%	50%	-28%	57%	-35%
	2017	22%	51%	-29%	58%	-36%
Same Grade Comparison		0%				
Cohort Comparison						

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	17%	49%	-32%	56%	-39%
	2017	21%	52%	-31%	56%	-35%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
05	2018	20%	51%	-31%	55%	-35%
	2017	29%	48%	-19%	53%	-24%
Same Grade Comparison		-9%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	59%	-20%	62%	-23%
	2017	52%	62%	-10%	62%	-10%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	31%	60%	-29%	62%	-31%
	2017	10%	64%	-54%	64%	-54%
Same Grade Comparison		21%				
Cohort Comparison		-21%				
05	2018	14%	61%	-47%	61%	-47%
	2017	58%	57%	1%	57%	1%
Same Grade Comparison		-44%				
Cohort Comparison		4%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	18%	56%	-38%	55%	-37%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40		21	27						
BLK	20	41	55	31	38	35	15				
FRL	21	42	55	32	39	33	17				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	36	31	14	13	9					
BLK	22	34	36	37	35	27	35				
FRL	22	36	42	38	40	35	41				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Teacher Professional Development
Rationale	If teachers are given resources, strategies, and professional development to enhance instructional practices for standards-based instruction in all content areas, then we will see an increase in student achievement.
Intended Outcome	Deepening the knowledge of teachers with standards-based instruction will create teacher clarity and efficacy which will impact students achievement. Teachers will be able to deliver instruction that is rigorous, aligned to the standards, and meets the individual needs of students.
Point Person	Anitra Alford (alforda@duvalschools.org)

Action Step

Description	Work with teachers and instructional coaches to establish PLC protocols and norms to maximize time; Collaborate with District Specialists, administration, and instructional coaches to ensure that instructional strategies are effective and intentional to meet the needs of students; Utilize protocols for student work to determine if strategies are impactful based in student data;Utilize weekly admin common planning to analyze state assessment data to implement instructional strategies that are aligned to the Florida State Standards. Develop focus calendars and pacing guides to address low performing standards; utilize supplementary instructional materials
Person Responsible	Erica Little-Bartley (littlee1@duvalschools.org)

Plan to Monitor Effectiveness

Description	Weekly administrative common planning agendas and minutes that reflect instructional strategies introduced during that time; Improved student achievement data per student work, blended learning pass rate, and progress monitoring assessments; Teacher feedback during PD sessions indicate improvement in student learning
Person Responsible	Erica Little-Bartley (littlee1@duvalschools.org)

Activity #2	
Title	Science Achievement
Rationale	If students are given effective science instruction embedded with reading and problem solving strategies aligned to the Next Generation Sunshine State Standards, then we will see an increase in science student proficiency.
Intended Outcome	Science student achievement will increase at least 25%.
Point Person	Erica Little-Bartley (littlee1@duvalschools.org)

Action Step	
Description	Teachers will participate in the Monthly District Science Meetings; Teachers will refer to content clinics on the District Science Sharepoint site to ensure their understanding of the content limitations per the test item specifications; Utilize Study Island program as a progress monitoring tool to track student achievement in between benchmark assessments; Teachers will introduce and monitor the QCAM strategy to breakdown FCTA-style questions in order for students to arrive to the correct answer; Teachers will implement learning stations that are based-on Nature of Science benchmarks with aligned assessments; Apply aligned investigations and labs to deepen student understanding; Implement interactive journals with teacher and student examples with current date and teacher feedback; Analyze data from min assessments, PMAs, exit tickets, and entrance tickets to set instructional outcomes for small group instruction; Teachers will promote reading strategies such as annotatiting to help students comprehend science material; Incorporate science related informational text from Achieve 3000
Person Responsible	Katasha Jackman (jackmank@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Weekly administrative common planning agendas and minutes that reflect instructional strategies introduced during that time; Conduct classroom walkthroughs to model the effective delivery of developed lessons that include explicit instruction that addresses NGSSS based on collaborative conversations. Following the FCIM model, the leadership team will review bi-weekly data reports and students interactive journals
Person Responsible	Erica Little-Bartley (littlee1@duvalschools.org)

Activity #3	
Title	ELA Achievement
Rationale	The consistent delivery of high quality, standards-based instruction in ELA will increase student proficiency, learning gains, and lowest 25th percentile gains.
Intended Outcome	Student achievement in ELA will increase at least 15%. ELA gains will increase by 20%, and lowest 25th percentile gains will increase at least 15%.
Point Person	Anitra Alford (alforda@duvalschools.org)

Action Step	
Description	The Literacy Coach will develop a plan to support teachers in their implementation of small group reading and focused work of ELA priority standards; Implementing the teaching strategy Guided Reading; Teachers will use I -Ready as a screener to help determine students placement in Guided Reading and differentiated groups; Teachers will participate in professional development on the best practices for using iReady with students including the teacher toolbox resources, LAFS Ready Common Core books, and the various reports that are available to drive instruction; Instructional coaches will provide professional learning opportunities on the framework for small group instruction for ELA, the best use of instructional tools, and formative assessments to drive next steps in the instructional process; Progress monitor assessments will be aligned to the ELA Florida Standards. Instructional coaches will model best practices in differentiating instruction and student feedback for classroom teachers. Reading tutoring scholarship for students in grades 3 and 4.
Person Responsible	Anitra Alford (alforda@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Administrators will conduct regular classroom walk-throughs to see the delivery of the instruction that had been planned. Close attention will be paid to determine if the established school-wide frameworks are being implemented effectively. Administrators will review student data and class level data on a regular basis to look for trends and patterns. Teachers will be tiered based on their data and differentiated support will be provided to teachers based on these tiers.
Person Responsible	Erica Little-Bartley (littlee1@duvalschools.org)

Activity #4	
Title	Math Achievement
Rationale	The consistent delivery of high quality, standards-based instruction in Math will increase student proficiency, learning gains, and lowest 25th percentile gains.
Intended Outcome	Student achievement in Math will increase at least 15%. Math learning gains will increase by 15%, and lowest 25th percentile gains will increase at least 15%.
Point Person	Katasha Jackman (jackmank@duvalschools.org)

Action Step	
Description	The Math Coach will develop a plan to support teachers in their implementation of small group math instruction and focused work of Math priority standards;Introduce grade level specific professional development focusing on the use of differentiated instruction that emphasis critical thinking, deeper understanding of mathematical concepts,analyzing and interpreting data and expressing demonstration of student understanding in the interactive journal. Provide planning sessions that incorporate strategies for producing coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information though the use of interactive journals; Teachers will participate in professional development on the best practices for using i-Ready Math with students including the teacher toolbox resources, MAFS Ready Common Core books, and the various reports that are available to drive instruction; Provide and implement various strategies for students to recall learned strategies; Focus on student fluency through the use of problem sets and sprints.
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Activity #5	
Title	Leadership Development and Support
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Master Principal who serves as the principal over a zone of schools and a turnaround principal on special assignment. The turnaround principal on special assignment will support the Master Principal in cultivating an instructional team of teachers by: providing continuous administrative support, guidance with teachers and support staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
Intended Outcome	Increased daily instructional practices that support engaged student learning and increased demonstration of grade level mastery of Florida Standards.
Point Person	Carolyn Davis (davisc@duvalschools.org)

Action Step	
Description	o Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal o Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; o Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. o Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.
Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Recruit and retain a diverse team of high quality personnel. *Team members have the opportunity to develop professionally *Increased Student Achievement *Increased support for the leadership team
Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In order to building positive relationships & communicate our mission and vision statements with families we do the following:
• Meet & Greet/Student Orientation
• Open House
• Parent Data Chat Nights
• Title I Parent Meetings
• Donuts & Dad's/Muffins & Mom's Meetings
• Boys and Girls Club Afterschool Program and Grade Level student performances
• Encourage families to participate in Parent Academy
• Offer monthly Reading Night (Literacy Nights)

To keep parents informed about their child progress we do the following:
• Quarterly Parent/Teacher
• Report Card
• Access to Parent Portal through Focus
• Progress Reports every three weeks
• Weekly notices/Title I Weekly Newsletters
• Parent Conferences

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional needs of our students are met by teaching our students relationship skills, responsible decision making, and self-management. Active forms of learning are primarily taught by classroom teachers, such as role playing and behavioral rehearsal and provide students with opportunities to practice these skills. The behavior specialists, school counselor, and clinical therapist reinforce those skills taught in the classroom by modeling skills to expand students' capacity for skill practiced in one on one and small group situations.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Pearson has an in house Pre-K program funded by Title 1. The pre-K teacher serves on the Kindergarten Learning Community. Using the data from GRTR, and VPK Assessment Test, FLKRS, strengths and weaknesses of both programs are identified and adjusted to student needs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Principal leads the faculty in a review of the data. The RTI Leadership Team will meet individually with the grade level teams to develop the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team finalizes the plan. The School Improvement Plan becomes a living document for the work of the school. The Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RTI to inform instruction and made mid-course adjustments as data are analyzed.

Title X Homeless: Pearson has a Full Service Therapist on campus at all times. She provides social service referrals, clothing, school supplies, etc.

Supplemental Academic Instruction: SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all Level 1 & 2 students.

Violence Prevention Programs: PBIS, Class Dojo, and CHAMPS Programs are fully implemented and directed by the Behavioral Interventionist and the Assistant Principal.

Pearson's after-school program is funded by a federal grant under the direction of the The Boys and Girls Club of Northeast Florida.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school will allow students in grade 5 to shadow Early College Programs at the feeder middle school.

Part V: Budget	
Total:	$138,082.50