Pinellas County Schools

Marjorie Kinnan Rawlings Elem

2019-20 Schoolwide Improvement Plan

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Marjorie Kinnan Rawlings Elem

6505 68TH ST N, Pinellas Park, FL 33781

http://www.rawlings-es.pinellas.k12.fl.us

Demographics

Principal: Tammy Keiper

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (46%) 2016-17: C (52%) 2015-16: C (48%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-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	60%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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. 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.

Educate and prepare each student for college, career and life.

Provide the school's vision statement.

Always expect the best, 100% student success.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Moore, Rebecca	Principal	Principal
Morehouse, Jeane	Assistant Principal	Assistant Principal
Oester , Jacqueline	Other	MTSS Coach

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	85	90	91	105	108	0	0	0	0	0	0	0	521
Attendance below 90 percent	0	15	18	14	12	19	0	0	0	0	0	0	0	78
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	3	51	44	0	0	0	0	0	0	0	98

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	2	11	15	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	22	24	22	20	23	23	0	0	0	0	0	0	0	134
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	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	55	44	41	0	0	0	0	0	0	0	140

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	2	8	12	9	0	0	0	0	0	0	0	32

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	54%	57%	44%	53%	55%
ELA Learning Gains	52%	59%	58%	50%	53%	57%
ELA Lowest 25th Percentile	39%	54%	53%	54%	47%	52%
Math Achievement	54%	61%	63%	58%	62%	61%
Math Learning Gains	54%	61%	62%	63%	61%	61%
Math Lowest 25th Percentile	35%	48%	51%	47%	48%	51%
Science Achievement	43%	53%	53%	45%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	42 (0)	85 (0)	90 (0)	91 (0)	105 (0)	108 (0)	521 (0)
Attendance below 90 percent	0 ()	15 ()	18 ()	14 ()	12 ()	19 ()	78 (0)
One or more suspensions	0 ()	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	51 (0)	44 (0)	98 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	56%	-17%	58%	-19%
	2018	51%	53%	-2%	57%	-6%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	49%	56%	-7%	58%	-9%
	2018	32%	51%	-19%	56%	-24%
Same Grade Comparison		17%				
Cohort Comparison		-2%				
05	2019	34%	54%	-20%	56%	-22%
	2018	40%	50%	-10%	55%	-15%
Same Grade Comparison		-6%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	62%	-12%	62%	-12%
	2018	59%	62%	-3%	62%	-3%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	58%	64%	-6%	64%	-6%
	2018	51%	62%	-11%	62%	-11%
Same Grade Comparison		7%				
Cohort Comparison		-1%				
05	2019	47%	60%	-13%	60%	-13%
	2018	65%	61%	4%	61%	4%
Same Grade Comparison		-18%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	54%	-10%	53%	-9%
	2018	61%	57%	4%	55%	6%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	38	25	22	41	36	20				
ELL	38	56		55	67		60				
ASN	58	63		86	80		73				
BLK	18	36	28	25	21	16	6				
HSP	38	49		45	58		31				
MUL	47	50		53	57						
WHT	51	56	46	59	55	45	50				
FRL	35	47	39	42	45	35	34				
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	16	23		27	31						
ELL	35	30		58	70		36				
ASN	61	61		84	79		75				
BLK	20	15		25	30	15	38				
HSP	41	38		63	62		61				
MUL	41	36		72	83						

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
WHT	43	38	32	60	55	31	65				
FRL	36	34	23	54	58	33	59				

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	20	37	42	35	47		20				
ELL	26	53	75	57	79		29				
ASN	43	48		80	74		60				
BLK	38	46	40	38	54	55	31				
HSP	36	54	58	57	65	55	31				
MUL	50			43							
WHT	49	51	48	57	63	35	49				
FRL	40	47	50	52	60	49	41				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance, according to 2019 FSA data, was learning gains for L25 students in math. 35% of our L25 students achieved learning gains in math.
Contributing factors include:
Students lack of foundational math skills and number sense concepts.
The need for more specific differentiated small group math instruction.
The need for more rigorous teaching to L25 students.
The need for more consistent data driven planning and instruction to monitor and adjust to student's individual needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior year, according to 2019 FSS data, was Science proficiency. Our 2018 science proficiency was 61% and our 2019 science proficiency is 43%.
Contributing factors include:
Students lack of background knowledge and knowledge of foundation of science concepts.
Some 5th grade teachers instructional delivery lacked rigor and did not engage all students.
Teachers new to the grade level had limited experience in teaching 5th grade science concepts.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component having the greatest gap, according to 2019 FSA data, when compared to the state was ELA proficiency. Our 2019 ELA proficiency is 43% and the states ELA proficiency is 57%.
Contributing factors include:
The need for more rigorous lessons and complex tasks during the ELA block.
The need for consistent data driven planning and instruction to monitor and adjust to student's individual needs.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement, according to 2019 FSA data, was ELA learning gains and ELA L25 learning gains. Our 2018 ELA learning gains were 38% and ELA L25 learning gains were 25%. Our 2019 ELA learning gains are 52% and ELA L25 learning gains are 39%.
Contributing factors include:
Providing consistent differentiated small group instruction to L25 students.
Instructional support staff pushing into the Reading Block to support SWD, ELL, and L25 students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting on the EWS data, a potential concern is the 98 out of 304 students scoring a Level 1 in the areas of Reading and/or Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA proficiency
2. Science proficiency
3. ELA and Math L25 learning gains
4. African American proficiency
5. SWD proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our current level of performance is 43%, as evidenced in 2019 ELA FSA data. The problem/gap is occurring because of lack of data driven planning and instruction to close the achievement gap and monitoring during instruction. If improved data driven planning and instruction, differentiated instruction, and rigorous lessons would occur, the problem would be reduced by 12%.
State the measurable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 43% to 55%, as measured by FSA. The percent of all students achieving ELA learning gains will increase from 52% to 58%, as measured by FSA. The percent of all L25 students achieving ELA learning gains will increase from 39% to 50%, as measured by FSA.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in complex texts and tasks. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	Research demonstrates engaging students in the learning process increases their attention and focus, motivates higher-level critical thinking skills and promotes meaningful learning experiences. Rigor supports students by teaching them practice skills and taking responsibility for their learning, they are more likely to persevere when met with challenges, stay engaged in learning, and they will be more likely to learn at the highest level for their cognitive ability. Differentiated Instruction is used to accommodate and better prepare students of all learning types and ability levels to succeed at their highest possible level. The core of differentiated instruction is flexibility in content, process, and product based on student strengths, needs, and learning styles (Levy, 2008.) Differentiation will allow students to maximize their ability at the level they will grow at. Continuous monitoring of data will ensure teachers are aware of the strengths and challenges of their students, infusing rigor, differentiating where necessary.
Action Step	
Description	1. Deliver rigorous instruction in both reading and writing designed according to research-based principles by utilizing coaches, cohort teachers, and teacher leaders to support increased rigor. 2. Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats). Teachers will use the Can Do Descriptors and Model Performance Indicators to plan and create instruction for ELs based on the level of English Language Learners. The Leadership Team will plan and schedule dates for this work. 3. Teachers will provide differentiated daily small group reading instruction to all readers, regardless of additional supports outside of the classroom. Administrative walk-throughs will monitor this work. 4. Teachers will ensure students receive a concise mini lesson (8-10 minutes) and have ample time every day to practice independently what was taught in reading and writing,

	allowing for strategic practice as well as opportunities for independent reading with accountability and student teacher conferring. Administrative walk-throughs will monitor this work. 5. A Curriculum Specialist will provide support to teachers in all grade levels, including modeling, co teaching, conferencing, developing lessons, lesson planning and professional development. The Leadership Team will plan for area of coaching need with the coach. 6. Empower ELA champions/cohort teachers to develop as literacy leaders and share content during PLC's. 7. Teachers will monitor and celebrate student successes on istation and MAP assessments. The Leadership Team will plan and schedule dates for this work. 8. Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move students forward academically. The Leadership Team will plan and schedule dates for this work. 9. Administrators monitor teacher practice and provide feedback to support teacher growth during purposeful walk throughs. 10. Monitor L25 student data at SBLT meetings, developing student specific tiered supports. 11. Ensure that L25 students are assigned to the most highly qualified teachers to provide for maximum support. Administrators will use teacher VAM and walk-through knowledge to make these determinations. 12. Provide each student in Gr. 3-5, and staff members directly involved with FSA, T-Shirts to motivate the students during the FSA assessment.
Person Responsible	Rebecca Moore (moorere@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 54%, as evidenced in 2019 Math FSA data. The problem/gap is occurring because of lack of data driven planning and instruction to close the achievement gap and monitoring during instruction. If improved data driven planning and instruction, differentiated instruction, and rigorous lessons would occur, the problem would be reduced by 3%.
State the measurable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 54% to 60%, as measured by FSA. The percent of all students achieving Math learning gains will increase from 54% to 60%, as measured by FSA. The percent of all L25 students achieving Math learning gains will increase from 35% to 50%, as measured by FSA.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in rigorous, complex tasks. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. A rigorous class prepares the student by teaching them practice skills. Rigor supports students in taking responsibility for their learning, they are more likely to persevere when met with challenges, stay engaged in learning, and they will be more likely to truly learn at the highest level for their cognitive ability. Differentiated Instruction is used to accommodate and better prepare students of all learning types and ability levels to succeed at their highest possible level. Differentiation will allow students to maximize their ability at the level they will most likely grow at. Continuous monitoring of data will insure teachers are aware of the strengths and challenges of their students and infuse rigor, differentiating where necessary.
Action Step	
Description	1. Deliver rigorous instruction in math designed according to research-based principles by utilizing coaches and teacher leaders to support increased rigor. 2. Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats). Additional assessments will be utilized mid-cycle between unit assessments created by teachers. The Leadership Team will plan and schedule dates for this work. 3. Teachers will implement daily Number routines (Number Talks, High Yield Number Routines, etc) at the start of the math block to increase number sense. Administrative walk-throughs will monitor this work. 4. Teachers will provide differentiated small group math instruction/remediation, Dream Box and conferencing to support student needs. Administrative walk-throughs will monitor this work. 5. The school based math institute teacher leaders will provide support to teachers in all

grade levels, including modeling, developing and planning lessons, and professional development. The Leadership Team will plan for areas of coaching need with the coach.
6. Teachers will monitor and celebrate student successes on Dream Box and MAP assessments. School wide recognition will take place at intervals of lesson completion (5 lessons a week) on Dream Box. The Leadership Team will plan and schedule dates for this work.
7. Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move students forward academically. The Leadership Team will plan and schedule dates for this work.
8. Administrators monitor teacher practice and provide feedback to support teacher growth during purposeful walk-throughs.
9. Monitor L25 student data at SBLT meetings, developing student specific tiered supports.
10. Ensure that L25 students are assigned to the most highly qualified teachers to provide for maximum support. Administrators will use teacher VAM and walk-through knowledge to make these determinations.
11. Provide each student in Gr. 3-5, and staff members directly involved with FSA, T-Shirts to motivate the students during the FSA assessment. .

Person Responsible	Rebecca Moore (moorere@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 43%, as evidenced in 2019 FLSS. The problem/gap is occurring because of lack of data driven planning and instruction to close the achievement gap and monitoring during instruction. If improved data driven planning and instruction, differentiated instruction, and rigorous lessons would occur, the problem would be reduced by 14%.
State the measurable outcome the school plans to achieve	The percent of 5th grade students achieving science proficiency will increase from 43% to 57%, as measured by FLSS.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Strengthen staff ability to engage students in rigorous, complex tasks and deepen content knowledge. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Develop, implement and monitor a data driven 5th grade standards review plan for the 3rd and 4th Grade Diagnostic Assessments. Give unit assessments 4th and 5th grade, identify the low performance standards , and embed those low performance standards into the review plan.
Rationale for Evidence-based Strategy	Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. A rigorous class prepares the student by teaching them practice skills. Rigor supports students in taking responsibility for their learning, they are more likely to persevere when met with challenges, stay engaged in learning, and they will be more likely to truly learn at the highest level for their cognitive ability. Differentiated Instruction is used to accommodate and better prepare students of all learning types and ability levels to succeed at their highest possible level. Differentiation will allow students to maximize their ability at the level they will most likely grow at. Continuous monitoring of data will insure teachers are aware of the strengths and challenges of their students and infuse rigor, differentiating where necessary.
Action Step	
Description	1. Teachers will collaboratively plan while utilizing systemic documents for science units that incorporate the 10-70-20 science instructional model. This will include the appropriate grade-level utilization of science labs in alignment with the standards. (10%- setting the purpose. 70% core instruction, 20% confirming the learning). Administrative walk-throughs and lesson plan review will monitor this work. 2. Teachers will regularly assess, both formally and informally, and utilize data from pre and post assessments, and SLAGS to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats). Administrative walk-throughs and data review

will monitor this work.
3. Grade level teams will develop and adhere to a Science Lab schedule where all 1st-5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection. Administration will review and approve of the Science Lab Schedule. Administrative walk-throughs and data review will monitor this work.
4. Teachers will utilize Just in Time Coaching with a district Science Coach to support the 10-70-20 instructional model for students. The Leadership Team will plan for area of coaching need with the coach.
5. Teachers will establish routine practice of the 10-70-20 instructional model for students (setting the purpose, core science and confirming the learning). Administrative walk-throughs will monitor this work.
6. The Science Power Vocabulary words will be posted on campus in various locations and use of weekly Mystery Science Word will support vocabulary understanding. The Leadership Team will plan this work.
7. Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move students forward academically. The Leadership Team will plan and schedule dates for this work.
8. Administrators monitor teacher practice and provide feedback to support teacher growth during purposeful walk throughs.

Person Responsible	Rebecca Moore (moorere@pcsb.org)

#4	
Title	Bridging the Gap- African American Students
Rationale	Our current level of performance is 16% proficiency in ELA and 24% proficiency in Math, as evidenced in 2019 ELA and Math FSA data. The problem/gap is occurring because lack of culturally responsive teaching. If culturally responsive training and support occurs, the proficiency would increase to 32% in ELA and 48% in Math.
State the measurable outcome the school plans to achieve	The percent of black students achieving ELA and Math proficiency will increase from 18% proficiency in ELA to 58% and 24% proficiency in Math to 60% as measured by FSA. The percent of all students achieving ELA learning gains will increase from 52% to 58%, as measured by FSA. The percent of all L25 students achieving ELA learning gains will increase from 39% to 50%, as measured by FSA. The percent of all students achieving Math learning gains will increase from 54% to 60%, as measured by FSA. The percent of all L25 students achieving Math learning gains will increase from 35% to 50%, as measured by FSA.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
Rationale for Evidence-based Strategy	Many diverse students come from oral cultural traditions (primary ways of knowledge transfer and meaning-making are oral and active). African American, Latino, Southeast Asian, and Pacific Islander communities all have strong oral cultures. These cultural groups use the brain’s memory systems for turning inert information into usable knowledge. Culturally relevant education (CRE) is a way of teaching that empowers students and incorporates their cultures, backgrounds, and experiences into the school environment and classroom activities. CRE involves three different elements: 1.supporting academic success by setting high expectations for students and providing ample opportunities for them to success 2. embracing cultural competence, including a curriculum that builds on students’ prior knowledge and cultural experience; 3. promoting critical consciousness by providing students with the tools to critique and challenge institutions that perpetuate inequality. Use of the 6 M's (meaning, models, monitoring with feedback, mouth, movement, and music) leverages access and assets to students.
Action Step	
Description	1. Provide culturally relevant and equity-based practices training to faculty. The Leadership Team has created a professional learning plan to provide this training. 2. Conduct rigor walk-throughs to monitor use of the 6M’s of Culturally Responsive Teaching. Administrators will monitor in walk-throughs and provide targeted actionable feedback.. 3. Encourage and Monitor ELP and Enrichment Attendance. The Leadership Team will monitor ELP and Enrichment as well as communicate with families of students who are not participating.

	3. Offer and assign mentors to African American students who have not met proficiency and/or have attendance issues. The Leadership Team will ensure these connections are achieved. 5. Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. The Leadership Team will plan and schedule dates for this work. 6. Increase SEL counseling sessions for students in need.
Person Responsible	Rebecca Moore (moorere@pcsb.org)

#5	
Title	Attendance
Rationale	Our current attendance rate is 94.2 percent with 21 percent of students with 10% or more absences. We expect our performance level to be 80 percent with 10 percent or less of students with 10% or more absences by the end of the school year.
State the measurable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 21% to 10%, as measured by attendance dashboard data.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Strengthen the implementation of Tier 1 and 2 interventions to address and support the needs of students
Rationale for Evidence-based Strategy	Strengthening Tier 1 will build stronger relationships between the school and families and help identify barriers that are attributing to chronic absences. Strengthening Tier 2 will help personalize early outreach, and allow the school to create a plan to address and overcome barriers. Reduction of absences will support the academic success of all students.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. The MTSS team will review, refine, and insure use of the plan and the MTSS Coach will share the plan with all staff prior to students returning back to school. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier by the CST and MTSS. 3. Develop and implement attendance incentive programs and competitions. CST and MTSS will insure this and share with staff. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. CST and MTSS will plan this work. 5. Review data and effectiveness of school-wide attendance strategies on a biweekly basis by the CST. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis by the CST. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). The DMT will monitor this and report concerns to the Principal. 8. Social worker and support staff will conduct home visits when appropriate.
Person Responsible	Rebecca Moore (moorere@pcsb.org)

#6	
Title	Healthy Schools
Rationale	Our current level of performance is Gold, as evidenced in Alliance for a Healthier Generation.The problem/gap is occurring because students and families input in school meals is not solicited. If student and family input would occur, our school would have a greater opportunity to continue to be eligible for Gold recognition.
State the measurable outcome the school plans to achieve	Our school will be eligible in 6 out of 6 modules with for Gold recognition by April 2020 as evidenced by the Alliance for Healthier Generations Healthy School Program.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	1. Coordinate healthy eating and physical activity policies and practices through a school health team and school health coordinator 2. Assess healthy eating and physical activity policies and practices 3. Use a systematic approach to develop, implement, and monitor healthy eating and physical activity policies 4. Evaluate healthy eating and physical activity policies and practices 5. Provide access to healthy foods and physical activity opportunities and to safe spaces, facilities, and equipment for healthy eating and physical activity. 6. Require students in grades K–5 to participate in physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education 7. Provide ample opportunities for all students to engage in physical activity outside of physical education class 8. Ensure students have access to needed health, mental health, and social services
Rationale for Evidence-based Strategy	When students eat healthy meals, they are more prepared mentally to perform in the classroom on the rigorous tasks provided by the teacher. Schools play a critical role in improving the dietary and physical activity behaviors of children and adolescents. Schools can create environments that are supportive of healthy eating and physical activity by implementing policies and practices. Providing students with learning opportunities that support healthy eating and regular physical activity is also important for students to learn about and practice these behaviors.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator. 2. Provide Healthy Schools Program Training 3. Provide opportunities for staff to participate in wellness activities throughout the school year 4. Provide mental health training for the staff during pre-school 5. Provide mental health training opportunities for the staff to attend during the school year
Person Responsible	Rebecca Moore (moorere@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Our current level of parent attendance at content family engagement events is 529,(change to %) as evidenced by 2019 parent sign in sheets from all content events. The problem/gap is occurring because participation barriers such as job responsibilities and limited family resources (transportation) hinder their attendance. If continuing to offer various times for content family engagement events and all events are located at school, the problem would be reduced by 111 participants.
State the measurable outcome the school plans to achieve	The number of parents attending content family engagement events will increase from 529 to 640 as measured by 2020 parent sign in sheets from all content events.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Effectively communicate with families about their students' progress and school processes/ practices. Provide academic tools to families in support of their students' achievement at home. Purposefully involve families with opportunities for them to advocate for their students. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. Substantial research supports the importance of family involvement in the elementary school years, and a growing body of intervention evaluations demonstrates that family involvement can be strengthened with positive results for children and their school success. Building positive relationships and communicating data, strategies, and ways to support their child's learning are important in the engagement of families.
Action Step	
Description	1. Teachers will conference with their students' parents and share PMP's, data and strategies to support each individual child. Social media, technology and agendas will be utilized to increase communication. 2. Families will have access to school resources that include student services, triage support, outside agency referrals, and social and academic tools. 3. Academic Family Involvement Events will be offered monthly, with hands on opportunities for parents to practice a new strategy or skill to support their child's learning at home, including but not limited to Challenge Island (STEM), Math & Muffins, Science Fair Scavenger Hunt, and Family Reading Engagement event. In addition we will build positive relationships with our families and community stakeholders by offering Meet the Teacher prior to school beginning, our Annual Title I Meeting and Open House, and monthly Family Lunch Munches. 4. Connect to Success computers will be offered to intermediate grade students and then to primary students.

	5. Staff will build relationships with families including texts and emails, phone calls in native language, use of Lion Bridge for interpreting, and home visits when necessary.
Person Responsible	Rebecca Moore (moorere@pcsb.org)

#8	
Title	Conditions for Learning
Rationale	Our level of performance for the 2018-2019 school year school-wide behavior is 0.13 referrals per student (78 of 607 student). The problem/gap in behavior performance is occurring because teachers may not be positively connecting with all students. If teachers were more positively connecting with students, a conversation or redirect would turn around behavior before it becomes an issue.
State the measurable outcome the school plans to achieve	The percent of all students receiving referrals will decrease by 20% to 0.10 referral per a student from 0.13.
Person responsible for monitoring outcome	Jeane Morehouse (morehousej@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain positive relationships with all students. Support the implementation engagement strategies that support the development of social and instructional teaching practices. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	Research shows that students teachers can support students in learning when they have a meaningful relationship. The trust and respect a student has for the teacher coupled with the genuine caring manner the teacher has with students fosters students to learn Teachers play an important role in the trajectory of students throughout the formal schooling experience. Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers have the unique opportunity to support students' academic and social development at all levels of schooling (Baker et al., 2008; Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998; McCormick, Cappella, O'Connor, & McClowry, in press). Aligned with attachment theory (Ainsworth, 1982; Bowlby, 1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills. Teachers who support students in the learning environment can positively impact their social and academic outcomes.
Action Step	
Description	1. Refresher PD on Trauma Informed Care 2. Relationship training for teachers- (Warm Demander) 3. Implement Conflict training for kids. 4. All staff members will take mental health training provided by the district. 5. Identified students will be assigned a mentor.
Person Responsible	Jeane Morehouse (morehousej@pcsb.org)

#9	
Title	ESSA- SWD
Rationale	Our current level of performance is 28% proficiency in ELA and 19% in Math as evidenced in 2019 ELA and Math FSA data. The problem/gap is occurring because our ESE students lack foundational skills to engage in rigorous, grade level content. If learning of foundational skills and test taking strategies for grade level content would occur, the problem would be reduced by 22% in ELA and 31% in Math.
State the measurable outcome the school plans to achieve	The percent of ESE students achieving ELA proficiency will increase from 28% proficiency in ELA to 58% proficiency in ELA and 19% proficiency in Math to 57% proficiency in Math as measured by FSA.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy	ELA standards identify a set of skills students must master before they can become fluent readers. Achieving the rigorous standards are difficult for our students with disabilities.Compared to their peers,students with disabilities continue to struggle in reading. The recent scores from the National Assessment of Educational Progress (NAEP, 2013) indicate that the achievement gap between SWD's and their peers is widening. Successful reading instruction focuses on developing foundational skills to support comprehension such as concepts about print, phonemic awareness, phonics, and fluency and on teaching understanding key features of a text, such as its structure, and integrating information across multiple texts (Gough & Tunmer, 1986; National Early Literacy Panel, 2008; National Institute of Child Health and Human Development, 2000). SPIRE and other strategies to support foundational skills, progress monitoring, purposeful data driven instruction and support to classroom teachers will help to bridge this gap.
Action Step	
Description	1. Teachers will use appropriate accommodations and strategies to support their ESE students daily. Training will be provided by the district. 2. ESE support teachers will plan intentionally for specially designed instruction to address IEP goals and grade level standards. 3. ESE support teachers will use the SPIRE curriculum to support individual goals identified on ESE students IEP's. This will be used as a resource to remediate skills. 4. Classroom and ESE support teachers will collect data and monitor progress toward IEP goals and objectives on an intentional regular schedule and make adjustments to accommodations and interventions accordingly. 5. ESE support teachers will push into classes with ESE clustered students to plan and support grade level instruction.
Person Responsible	Rebecca Moore (moorere@pcsb.org)

#10	
Title	Gifted - L4 & L5 students
Rationale	Our current level of performance is 58% of our Level 4 and Level 5 students (known to us at our L 35s) achieved learning gains in ELA and 65% in Math as evidenced in 2019 ELA and Math FSA. The problem/gap is occurring because L4 and L5 students are not provided differentiated and purposeful data driven instruction. If differentiated and purposeful data driven instruction was provided to our Level 4 and Level 5, the problem would be reduced by 17% in ELA and 10% In Math.
State the measurable outcome the school plans to achieve	The percent of Level 4 and Level 5 students achieving learning gains will increase from 58% to 75% in ELA and 65% in Math as measured by 2019 ELA and Math FSA.
Person responsible for monitoring outcome	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy	Strengthen staff practice to utilize questions to help students elaborate on content. Support staff to utilize data to organize students to interact with content manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Level 4 and Level 5 achieving students spend much of their time in school practicing skills and “learning” content they already know. These high achieving students tend to learn less and slow their development, thereby encouraging their underachievement. Many researchers believe that school environments may cause bright students to lose their interest and drive. Some teachers may be too easily satisfied with good work, and their low expectations and unchallenging rigorous curriculum may have a negative impact on the academic achievement of bright youngsters (Pirozzo, 1982). Teachers must progress monitoring and provide purposeful data driven instruction, so students can critically think and problem solve. By providing professional development where classroom teachers can learn techniques for differentiated instruction, and strategies such as tiered assignments with shared content and project-based learning will ensure sufficient challenges for all students and can help eliminate content that students have already mastered.
Action Step	
Description	1. Deliver rigorous instruction in both reading and writing designed according to research-based principles. 2. Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats). 3. Teachers will provide differentiated daily small group guided reading to deficient readers, regardless of additional supports outside of the classroom. 1. Encourage teachers to obtain the micro-credential so they can better engage gifted students in complex tasks. 4. Professional development will be offered on differentiated instruction. 5. Professional development will be offered on strategies to support high achieving students. 6. The gifted teacher will provide enrichment activities to identified high achieving student groups in 4th and 5th grades bi-monthly. 7. Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move students forward academically

8. Administrators monitor teacher practice and provide feedback to support teacher growth during purposeful walk throughs.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: ELA**				**$800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		$800.00
			Notes: Pay for TDEs for teachers to attend additional trainings in Academic areas. Pay teachers to attend after school trainings or learning walks during the school day			
2	**III.A.**	**Areas of Focus: Math**				**$2,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		$2,100.00
			Notes: Purchase Motivational FSA TShirts for all 3rd, 4th and 5th grade students as well as staff directly involved in the FSA.			
3	**III.A.**	**Areas of Focus: Science**				**$0.00**
4	**III.A.**	**Areas of Focus: Bridging the Gap- African American Students**				**$0.00**
5	**III.A.**	**Areas of Focus: Attendance**				**$0.00**
6	**III.A.**	**Areas of Focus: Healthy Schools**				**$0.00**
7	**III.A.**	**Areas of Focus: Family and Community Engagement**				**$0.00**
8	**III.A.**	**Areas of Focus: Conditions for Learning**				**$0.00**
9	**III.A.**	**Areas of Focus: ESSA- SWD**				**$0.00**
10	**III.A.**	**Areas of Focus: Gifted - L4 & L5 students**				**$0.00**
					Total:	**$2,900.00**