Marjorie Kinnan Rawlings Elementary School

leadership

analysis

students

Florida

mission

college and career

ambitious

school improvement

family and community involvement

striving

teaching

achievement

relationships

success

areas of focus

instruction

resources

supportive environment

strategic planning

collaboration

vision

learning

growth

needs assessment

2019-20 Schoolwide Improvement Plan

Table of Contents

Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST, Gainesville, FL 32609

https://www.sbac.edu/rawlings

Demographics

Principal: Stella Arduser

Start Date for this Principal: 11/8/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 1-5
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* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: D (39%) 2016-17: C (44%) 2015-16: D (38%) 2014-15: F (26%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

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.

Table of Contents

Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST, Gainesville, FL 32609

https://www.sbac.edu/rawlings

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School 1-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua 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.

Our mission is to provide our students with a safe and enriching environment in which to learn. We also engage our families, business partners, and community members within this process. Our primary focus at Rawlings Elementary will be teaching and learning. The arts will be an important vehicle for this process of teaching and learning.

Provide the school's vision statement.

The Rawlings Elementary School staff, students, and community work collaboratively to ensure students have lifelong success in academic, artistic, and social emotional learning.

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

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	70	71	61	49	53	0	0	0	0	0	0	0	304
Attendance below 90 percent	0	27	13	18	7	7	0	0	0	0	0	0	0	72
One or more suspensions	0	1	6	6	4	5	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	14	2	9	2	7	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	4	26	28	0	0	0	0	0	0	0	58

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	11	3	9	9	10	0	0	0	0	0	0	0	42

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	1	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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

15

Date this data was collected or last updated

Monday 9/23/2019

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

The number of students 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	2	3	5	7	11	0	0	0	0	0	0	0	28

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	32%	59%	57%	21%	59%	55%
ELA Learning Gains	51%	57%	58%	47%	61%	57%
ELA Lowest 25th Percentile	47%	49%	53%	60%	48%	52%
Math Achievement	44%	60%	63%	46%	63%	61%
Math Learning Gains	61%	61%	62%	64%	65%	61%
Math Lowest 25th Percentile	69%	49%	51%	42%	50%	51%
Science Achievement	30%	57%	53%	29%	55%	51%

EWS Indicators as Input Earlier in the Survey						
Indicator	Grade Level (prior year reported)					Total
	1	2	3	4	5	
Number of students enrolled	70 (0)	71 (0)	61 (0)	49 (0)	53 (0)	304 (0)
Attendance below 90 percent	27 ()	13 ()	18 ()	7 ()	7 ()	72 (0)
One or more suspensions	1 (0)	6 (0)	6 (0)	4 (0)	5 (0)	22 (0)
Course failure in ELA or Math	14 (0)	2 (0)	9 (0)	2 (0)	7 (0)	34 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	4 (0)	26 (0)	28 (0)	58 (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	28%	57%	-29%	58%	-30%
	2018	21%	56%	-35%	57%	-36%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	40%	55%	-15%	58%	-18%
	2018	23%	54%	-31%	56%	-33%
Same Grade Comparison		17%				
Cohort Comparison		19%				
05	2019	23%	55%	-32%	56%	-33%
	2018	29%	55%	-26%	55%	-26%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	40%	58%	-18%	62%	-22%	
	2018	47%	60%	-13%	62%	-15%	
Same Grade Comparison		-7%					
Cohort Comparison							
04	2019	40%	60%	-20%	64%	-24%	
	2018	29%	60%	-31%	62%	-33%	
Same Grade Comparison		11%					
Cohort Comparison		-7%					
05	2019	42%	57%	-15%	60%	-18%	
	2018	51%	61%	-10%	61%	-10%	
Same Grade Comparison		-9%					
Cohort Comparison		13%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	29%	55%	-26%	53%	-24%	
	2018	35%	55%	-20%	55%	-20%	
Same Grade Comparison		-6%					
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	20	35	40	23	55	58	23				
BLK	31	53	54	41	59	67	28				
HSP	50	50		50	60						
MUL	36			91							
FRL	31	49	44	45	62	72	29				
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	8	30	36	13	37						
BLK	26	37	38	43	49	38	42				
FRL	24	35	35	45	49	42	42				
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		24		7	42		14				
BLK	20	45	56	44	64	50	29				

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
FRL	18	45	60	44	61	35	29				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
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	64
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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 showed that ELA proficiency (32%) had low performance. The contributing factors were students reading below grade level, fluency, and a need for increased student engagement with

grade level text. The trend has been that ELA proficiency has continued to be the lowest performing subject area.

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

Science proficiency showed the greatest decline from the prior year. The factors that contributed to this decline were the lack of consistent inquiry based instruction with science labs.

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.

5th grade ELA had the greatest gap when compared to the state average. This data has been an ongoing trend and the factors that contributed to this gap are a necessity for further teacher professional development. 5th grade teachers need professional development in grade level appropriate literacy instruction.

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

The most improvement was in Math lowest quartile. Students in the lowest quartile were targeted, teachers analyzed and adjusted instruction to these students.

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

Two areas of concern from the EWS data are number of suspensions of african american students and number of FSA level 1 students.

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

1. Math Learning Gains of SWD Students
2. ELA Learning Gains of Lowest Quartile Students
3. Reduce number of suspensions of African American Students
4. ELA proficiency of all subgroups
5. Math proficiency of all subgroups

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Learning Gains of SWD students and lowest quartile students.
Rationale	Based on the data, our goal is to focus on being strategic and intentional with meeting student individual needs. The data shows that our Exceptional Education Students lack foundational skills, particularly in number sense and place value. If teachers provide data-driven and targeted instruction in math, then SWD student achievement will increase.
State the measurable outcome the school plans to achieve	The intended outcome is to increase learning gains of SWD students by 15%.
Person responsible for monitoring outcome	Laura Creamer (creamerl@gm.sbac.edu)
Evidence-based Strategy	Teachers will plan collaboratively with support staff (Intervention Teacher, Resource, and Coach) and implement individualized and small group instruction based on student data.
Rationale for Evidence-based Strategy	Co-planning results in cohesive and inclusive math lesson plans that include explicit differentiation for all learners. Based on 2019 FSA results, 2018-19 AIMS data, math baselines, and I-Ready diagnostic results, our SWD students lack foundational skills, particularly in number sense and place value.
Action Step	
Description	1. Use data from I-Ready diagnostic report and other resources to identify specific students and specific skill deficits. 2. Planning dates added to school calendar 3.Collaborative teacher teams meet to match resources with student deficits and develop scaffolds that allow for all students to access math instruction. 4. Implement resource use to supplement daily instruction, and follow up in FCIM meetings. 5. Cycle continue with further diagnostics and planning.
Person Responsible	Shanee Martin (martinsd@gm.sbac.edu)

#2	
Title	Reduce the number of suspensions of African American Students
Rationale	This Area of Focus was identified as a critical need based on a review of the school suspension data of African American students compared to other demographics. There has been a steady reduction of suspensions over the past two years and an increase in classroom academic success and assessment success for these students because they are remaining in class for instruction.

State the measurable outcome the school plans to achieve	The school plans to decrease the number of out of school suspensions by 10% from 2019 for African American students from 63 to 57. In 2018 the number was 80.
Person responsible for monitoring outcome	Pat Phillips (phillipt@gm.sbac.edu)
Evidence-based Strategy	The evidence based strategy being implemented for this area of focus is the Caring School Community Program for social emotional learning in which all classes for 15 minutes at the beginning of the day (7:45am-8:00am) participate in Caring School Community activities.
Rationale for Evidence-based Strategy	This specific strategy was selected because it fits seamlessly with the PBIS (Positive Behavior Intervention Support) program already implemented at the school. PBIS includes a school wide and classroom based reward system. Caring School Community provides a way to assess the program implementation and school climate over time,guidance to work with individual students with common school misbehavior, activities for buddy classes all year long, and school wide activities that build relationships among students, families, and staff.

Action Step	
Description	1. Caring School Community activity school wide at the same time each day from 7:45-8:00am 2. Positive Behavior Reward System which includes the Cosmic Cash School Store, positive referrals from teachers with shout outs on the announcements, special school wide events such as spirit week 3. Restorative practices such as restorative circles being used in order to return students back to class. Administration team and some members of the faculty will be trained formerly in implementing restorative practices. 4. The development of school behavior team plans at the class room level. These are steps to be used before a student is issued a referral. 5. School wide implementation of the Getting Along Together curriculum that is a part of the Success For All reading program. Each room will have a cool down corner.
Person Responsible	Pat Phillips (phillipt@gm.sbac.edu)

#3	
Title	ELA Learning Gains of SWD students and lowest quartile students.
Rationale	Based on the data, our goal is to focus on strategically addressing students' individual needs in ELA. The data shows that our lowest quartile students lack foundational reading skills. If teachers use student data to provide targeted reading intervention, students in the lowest quartile will make learning gains.
State the measurable outcome the school plans to achieve	The intended outcome is for 54% of students in the lowest quartile to make learning gains in ELA.
Person responsible for monitoring outcome	Laura Creamer (creamerl@gm.sbac.edu)
Evidence-based Strategy	Teachers will use data from IReady, I-Station ISIP, and SIPPS to plan individualized and small group interventions in ELA.
Rationale for Evidence-based Strategy	Data-driven small group interventions will address students' individual needs in the areas of phonics and fluency identified by I-Ready diagnostic results, fluency baselines, SIPPS assessments, and ISIP results.
Action Step	
Description	1. Use data from I-Ready diagnostic report, ISIP, and SIPPS assessments to identify specific skill deficits of students. 2. Teachers will collaboratively plan small group intervention lessons according to the data. 3. Implement I-Ready, I-station, and SIPPS interventions consistently and with fidelity. 4. Follow up about the implementation of interventions in FCIM meetings. 5. Continue the cycle of implementing interventions with further diagnostics and planning. 2. 3. 4. 5.
Person Responsible	Shanee Martin (martinsd@gm.sbac.edu)

#4	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

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).

Two remaining schoolwide improvement priorities are increasing ELA and Math proficiency among all subgroups. These remaining priorities will be addressed through professional development, implementation of IReady, Core Connections and SIPPS.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Building positive relationships with parents, families and other community stakeholders is paramount. Customer service at the school level is important and emphasized with all faculty and staff. A welcoming school to all visitors is always the goal. Communication is also important, many grade level teams have daily communication with parents through planners and take home folders. A monthly Title I newsletter is sent home with information from all grade levels. Phone home, email and text messages and backpack notices are sent out to families. Community stakeholders are included through SAC meetings, PTA meetings, mentoring programs and other school meetings. Title I family nights are held throughout the school year and include topics such as technology, Math and Science and testing. Families and stakeholders are also involved in our carnivals and game nights.

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 school fully supports the district initiative to eliminate bullying from our schools. During the second and third weeks of school, the School Resource Officer and School Counselor provide an introductory lesson on Safe Schools which covers what bullying is and is not, how to get help, and the importance of bystanders in preventing bullying. During Red Ribbon Week and National Bullying Awareness Week, the School Counselor will implement the district-required violence prevention curriculum, Speak Up, Be Safe in at least two grade levels. Safer, Smarter Kids, a Florida legislature-endorsed sexual abuse prevention curriculum, is being taught in classrooms during the first quarter of the school year (September-October). Red Ribbon Week will include school-wide activities. The school also participates in the Officer Friendly program in partnership with the Gainesville Police Department. Implementation of the Positive Behavior Support model (PBS) is also taking place, with ongoing training and support being given to our staff by the School Counselor, Dean, and district personnel.
Career and Technical Education
The comprehensive school guidance program includes plans to incorporate at least two speakers from Science, Technology, Engineering, and Mathematics careers to present in each third, fourth, and fifth grade classroom this year during a related topic in the classroom.
A SMILE Mentoring program is in place that provides mentors to 4th and 5th grade students. Mentors meet with students during breakfast, lunch or after school. There is also a monthly mentor speaker who meets with all mentees to offer advice or encouragement.
The school also has System of Care which provide a social worker and counselor. They have a caseload of 25 students and work individually with the student and also with the families to provide counseling and services as needed.

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

Fifth grade students transitioning to middle school meet with middle school representatives in May of each year. The representatives from the area middle school discuss expectations, routines and support with the fifth grade students.

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

IMPLEMENTATION AND MONITORING OF MTSS AND SIP STRUCTURES:
The school's Leadership Team (Principal, Assistant Principal, School Counselor, FCIM Coach, Dean, and SFA Facilitator) meets weekly to review data and discuss trends throughout the school. Areas needing correction or intervention are assigned to a member on the team to evaluate and devise an action plan. This may include: professional development, assisting in implementing interventions, pacing of academics, recommendations for reassessing students, brainstorming interventions, evaluating and changing school wide procedures, implementing special behavioral or attendance emphases in response to data, and other areas.
PROBLEM-SOLVING PROCESS to implement and monitor structures for classroom (core), small group (supplemental) and individual needs (intensive):
Teachers receive training and coaching to implement classroom management strategies

and evidence-based, effective instruction in the classroom, and are provided feedback by the Principal, Assistant Principal, and Dean. The school will continue to use PBS to improve engagement (behavior and attendance) among all students at Tiers I, II, and III. The Leadership Team and Literacy Leadership Team will monitor the effectiveness of school-wide procedures and expectations being taught to the students and use a problem-solving process to improve in areas that are ineffective.

After collecting data to identify individual student's strengths and deficiencies, students will be assigned to small group reading (Core Reading or SFA) or math instruction. The SFA Language Arts curriculum includes instruction at all tiers.

Behaviorally, evidence-based programs such as Check In/Check Out are implemented to address small group (supplemental) engagement needs. Effectiveness is monitored through point sheets and referral data.

When monitoring data, the Leadership Team determines a priority need for individualized instruction. Students will participate in SFA supplementary instruction in small groups (reading). Or, the Leadership Team will determine which other evidence-based behavioral interventions and environmental supports will allow for increased student achievement.

Violence Prevention Programs

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

Mentoring Programs are in place for our third through fifth grade students. Community leaders also come in to mentor various students here at Rawlings.

School Guidance Counselor informs parents of Middle School Magnet options available.

The School Guidance Counselor organizes a successful career day which features 20 professionals and community organizations. Career day offers students a unique opportunity to experience various career paths in a immersive way.

Part V: Budget

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

1	III.A.	Areas of Focus: Math Learning Gains of SWD students and lowest quartile students.				$56,576.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$44,186.00
			Notes: Payroll and materials for extended day tutoring and Saturday School instruction.			
	6400	369-Technology-Related Rentals	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$2,300.00
			Notes: IReady License			
	5100	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$10,090.00
			Notes: IReady Materials.			
2	III.A.	Areas of Focus: Reduce the number of suspensions of African American Students				$3,396.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6150		0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$3,396.00
		Notes: Parent meetings, trainings, and parent nights.				
3	III.A.	Areas of Focus: ELA Learning Gains of SWD students and lowest quartile students.				$271,233.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$22,300.00
		Notes: Core Connections training fee ($2600) and Success For All ($19700)				
	5100	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$248,333.00
		Notes: Title I Personnel salaries and benefits.				
	6400	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$600.00
		Notes: In Service Stipends for Teachers.				
4	III.A.	Areas of Focus:				$0.00
					Total:	$331,205.00