

Pinellas County Schools

Marjorie Kinnan Rawlings Elem



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	37
Budget to Support Goals	37

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: 6/16/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Pinellas 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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	37

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	57%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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 and every student for college, career and life.

Provide the school's vision statement.

Aligned to the Pinellas County Schools District Vision of 100% Student Success, MK Rawlings Elementary's vision is to provide a learning environment that will enable each child to reach his or her full potential.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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
Martinova, Angela	Instructional Coach	Coach teachers in the area of ELA.

Demographic Information

Principal start date

Tuesday 6/16/2020, Tammy Keiper

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	50	81	86	85	89	103	0	0	0	0	0	0	0	494
Attendance below 90 percent	0	25	30	23	23	33	0	0	0	0	0	0	0	134
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	32	0	0	0	0	0	0	0	32

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	0	0	2	0	23	0	0	0	0	0	0	0	25

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	3	1	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 6/16/2020

Prior Year - 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	
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

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
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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						
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%	2
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%	0
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%	0
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%	0
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%	2
Hispanic Students	
Federal Index - Hispanic Students	47

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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.

African American Students performed the lowest of all subgroups. 18% of students within this subgroup earned a proficient score Spring 2019 FSA ELA. Our African American students are lacking knowledge of academic language/content-based vocabulary, in conjunction with the foundational and critical thinking skills required to grapple with the demands of the standards at their current grade levels, thus often scoring in the lowest 25%.

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. Students also lacked foundational skills in reading and writing and how to link the two together.

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?

After reflecting on the EWS data, Third grade (now to be fifth grade) had the greatest amount of students with a Level 1 score on Math FSA (33).

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

1. African American Student Achievement
2. Students with Disabilities Achievement
3. 5th Grade Science Proficiency
4. Overall proficiency in 5th grade

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Our current level of performance is 43%, as evidenced in 2019 ELA FSA data. Our Winter 2020 MAP Reading Data shows our FSA projected proficiency for grades 3 through 5 was 41%. 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% and 14% for MAP.

Measurable Outcome:

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.
 The percent of 3-5th grade students projected to achieve ELA proficiency will increase from 41% to 55%, as measured by Winter MAP data.

Person responsible for monitoring outcome:

Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy:

1. 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.
2. 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.
3. Strengthen staff ability to engage students in grade level text and cognitively complex tasks.
4. Strengthen staff practice of utilizing questions and instructional methods to help students elaborate on content.

Rationale for Evidence-based Strategy:

The problem/gap is occurring because students lack the basic phonics/ phonemic awareness skills necessary to decode words in the primary grades and lack understanding of both academic and content-based vocabulary. Additionally, all students are not provided enough opportunities to build stamina. Some teachers also lack knowledge of the depth of the standards. If students are provided targeted instruction that supports phonemic awareness, as well as the development of both academic and content-based vocabulary, and additional opportunities to build stamina, the problem would be reduced by 12%.

Action Steps to Implement

Teachers will design and deliver rigorous instruction for face to face instruction and blended learning opportunities in both reading and writing according to research-based principles by utilizing coaches, cohort teachers, and teacher leaders to support increased rigor .

Person Responsible

Angela Martinova (martinova@pcsb.org)

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback

Person Responsible

Angela Martinova (martinova@pcsb.org)

Teachers will provide differentiated daily small group reading instruction to all readers, regardless of additional supports outside of the classroom.

Person Responsible Angela Martinova (martinova@pcsb.org)

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).

Person Responsible Rebecca Moore (moorere@pcsb.org)

Reading coach will provide support to teachers in all grade levels, including modeling, co teaching, conferencing, developing lessons, lesson planning and professional development. ELA champions/cohort teachers will be empowered to develop as literacy leaders (ex: co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices).

Person Responsible Angela Martinova (martinova@pcsb.org)

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 calendar dates for this work.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Monitor L25 and L35 data and provide supports such as ELP enrollment and interventions provided by Title 1, VE Resource, and ESOL. Ensure that L25 students are assigned to the most highly qualified teachers to provide for maximum support. Administrators will use teacher VAM data and walk through data to make determinations.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Teachers will monitor and celebrate student successes on Istation and MAP assessments. The Leadership Team will plan and calendar dates for this work.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Develop an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can Do Approach and MPIs to support classroom differentiated planning and instruction, based on ELs' language proficiency levels

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback

Person Responsible Rebecca Moore (moorere@pcsb.org)

K-2 teachers will be provided with support and PD on phonics instruction, vocabulary instruction and building phonological awareness with their students.

Person Responsible Angela Martinova (martinova@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Our current level of performance is 54%, as evidenced in 2019 Math FSA data. Our Winter 2020 MAP Math Data shows our FSA projected proficiency for grades 3 through 5 was 51%. 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 6% and 9% for MAP..

Measurable Outcome:

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.
 The percent of 3-5th grade students projected to achieve math proficiency will increase from 51% to 60%, as measured by Winter MAP data.

Person responsible for monitoring outcome:

Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy:

1. 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.
2. Strengthen staff ability to engage students in rigorous, complex tasks.
3. Enhance staff capacity to identify critical content from the Standards in alignment with district resources and then support students through purposeful activation and transfer strategies.

Rationale for Evidence-based Strategy:

The problem/gap is occurring because students are lacking basic number sense, automaticity of fact knowledge, and a deeper conceptual understanding of mathematical processes. If students are provided with strong core instruction combined with daily opportunities to engage in rigorous mathematical tasks and rich mathematical discourse at the appropriate taxonomy level, the problem would be reduced by 14%.

Action Steps to Implement

Teachers will deliver rigorous instruction for face to face or blended learning opportunities in math designed according to research-based principles by utilizing coaches and teacher leaders to support increased rigor.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will utilize multiple forms of assessments (Pre-requisite checks, unit assessments, lesson quizzes, exit tickets, etc) to inform instruction and allow students to represent and share their thinking in multiple ways. Student work will be used to guide analysis of student learning in grade level PLCs.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Ensure that rigorous, student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines, and other standards-aligned resources. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Monitor L25 and L35 data and provide supports such as ELP enrollment and interventions provided by Title 1, VE Resource, and ESOL.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback

Person Responsible Rebecca Moore (moorere@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and 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%.

Measurable Outcome: The percent of 5th grade students achieving science proficiency will increase from 43% to 57%, as measured by FLSS.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

1. 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.
2. Strengthen staff ability to engage students in rigorous, complex tasks and deepen content knowledge.
3. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
4. Develop, implement and monitor a data driven 5th grade standards review plan for the 3rd and 4th Grade Diagnostic Assessments.

Rationale for Evidence-based Strategy: The problem/gap is occurring because students lack knowledge of complex science academic vocabulary and the foundations of the nature of science. If students are provided with standards-based, targeted instruction with built-in circular review of vocabulary and "What's the Evidence?" lessons aligned with students' proficiency gaps, the problem would be reduced by 14%.

Action Steps to Implement

Teachers will utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards. This will include face to face and blended learning opportunities.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Support teachers to develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Facilitate science professional development through monthly curriculum meetings and weekly PLCs.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Teachers will support the 5E instructional model through identification and understanding of each component [Engage, Explore, Explain, Elaborate, Evaluate] as identified in each elementary science unit grades 1- 5.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Offer STEM Academies to students in grades 2 through 5.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

#4. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Our current level of performance is 18% 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 55% in ELA and 55% in Math.

Measurable Outcome: The percent of black students achieving ELA and Math proficiency will increase from 18% proficiency in ELA to 55% and 24% proficiency in Math to 55% as measured by FSA.

Person responsible for monitoring outcome: Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy:

1. 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.
2. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
3. Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.
4. Ensure equitable representation of black learners in school awards/ recognition ceremonies updated quarterly by instructional staff.

Rationale for Evidence-based Strategy: The problem/gap is occurring because our African American students are lacking knowledge of academic language/content-based vocabulary, in conjunction with the foundational and critical thinking skills required to grapple with the demands of the standards at their current grade levels, thus scoring in the lowest 25%. If appropriate, targeted small group interventions would occur, the problem would be reduced by 13% as measured by the Spring 2021 FSA ELA.

Action Steps to Implement

Teachers will consider cultural backgrounds to plan and deliver targeted instruction (face to face or blended learning) based on the academic needs of their African American students. They will monitor data, informally and formally on a regular basis, to ensure they are making progress. Adjustments will be made accordingly.

Person Responsible Rebecca Moore (moorere@pcsb.org)

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..

Person Responsible Rebecca Moore (moorere@pcsb.org)

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

Person Responsible Rebecca Moore (moorere@pcsb.org)

Offer and assign mentors to African American students who have not met proficiency and/or have attendance issues.

Person Responsible Rebecca Moore (moorere@pcsb.org)

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

Person Responsible Rebecca Moore (moorere@pcsb.org)

Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will explicitly account for potential racially disparate outcomes while planning for their instruction.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Facilitate conversations with African American students and their families to ensure continued learning gains and academic success on assessments.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Decrease in documented Office Discipline Referrals, resulting in increased student engagement in core instruction

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Embed AVID CRT Strategies within pre-school trainings, PD, and PLCs throughout the school year.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Ensure equitable representation of black learners in school awards/ recognition ceremonies updated quarterly by instructional staff.

Person Responsible Rebecca Moore (moorere@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and 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 increased by 22% in ELA and 31% in Math.

Measurable Outcome: 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: Our ESE students continue to struggle with mastery of grade level content as evidenced by the percentages of Level 1 and Level 2 on the FSA, . Our continued efforts to collaboratively plan grade level material with general education teachers and servicing our ESE students via a “push-in” model will provide timely support for increases in proficient performance.

Action Steps to Implement

Teachers will plan and deliver targeted instruction (face to face or blended learning) based on the academic needs of their Students with Disabilities. They will monitor data, informally and formally on a regular basis, to ensure they are making progress with curriculum and IEP Goals. Adjustments will be made accordingly.

Person Responsible Rebecca Moore (moorere@pcsb.org)

ESE support teachers will plan intentionally with classroom teachers for specially designed instruction to address IEP goals and grade level standards.

Person Responsible Rebecca Moore (moorere@pcsb.org)

ESE support teachers will use on grade level curriculum to support individual goals identified on ESE students IEP’s. This will be used as a resource to accelerate skills.

Person Responsible Rebecca Moore (moorere@pcsb.org)

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.

Person Responsible Rebecca Moore (moorere@pcsb.org)

ESE support teachers will push into classes with ESE clustered students to support grade level instruction.

Person Responsible Rebecca Moore (moorere@pcsb.org)

ESE cluster classroom teachers will attend ESE team teaching training.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.

Person Responsible Rebecca Moore (moorere@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:

Goal 1 Culture & Equity specifically related to Equity and Diversity Focused on Equitable practices:
 After reviewing the feedback from our Equity Data Walk we noticed there is a need to focus on staff mindset on an equitable focus during daily instruction and interactions with their students. Our current data indicates that the achievement gap between black and white students was 33% in ELA proficiency. As a result, we will initiate shifts in staff mindsets using AVID CRT strategies to reduce the gap from 33% to 25% as measured by the 2021 Spring FSA data.

Goal 1a Culture & Equity specifically related to Equity and Diversity Focused on Professional Development:
 After reviewing the feedback from our Equity Data Walk we noticed there is a need to focus on staff mindset on an equitable focus during daily instruction and interactions with their students. Our current data indicates that the achievement gap between black and white students was 33% in ELA proficiency. As a result, we will initiate shifts in staff mindsets using AVID CRT strategies to reduce the gap from 33% to 25% as measured by the 2021 Spring FSA data.

Measurable Outcome: The percent of African American students achieving ELA proficiency on the 2019 ELA FSA will increase from 20% to 55% as measured by the 2021 Spring FSA.

Person responsible for monitoring outcome: Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy:

1. Enhance staff capacity to identify critical content from the standards in alignment with district resources.
2. Strengthen staff practice of utilizing questions to help students elaborate on content.
3. Enhance staff capacity to support students through purposeful activation and transfer strategies.

Rationale for Evidence-based Strategy:

The Racial Equity Analysis Protocol (REAP) identified our need to increase the use of equitable practices school-wide.

To improve equity-centered problem solving an an adoption of an equitable practice, we will initiate or strengthen equity-centered SBLTs. Our current data indicates that the achievement gap between black and white students was 33% in ELA proficiency. As a result, we will initiate shifts in our weekly SBLT meetings to reduce the gap from 33% to 25% as measured by the 2021 Spring FSA data.

The issue may be impacted by more robust data discussions around race through our weekly SBLT meetings. We will measure progress by focusing 10 minutes of each SBLT meeting to specifically discuss our school's equitable practice. We will measure medium-term outcomes by dedicating time to equity and report (identify data point here – frequency of meetings, actions taken as a result of such discussions). We will measure long-term student outcomes by reducing the gap from 33% to 25% as measured by the 2021 Spring FSA data.

Action Steps to Implement

Increase engagement in continuous equity-centered PD that disrupts biases and informs the next steps. Focus on AVID CRT Training.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

We will measure progress by recording the number of PD sessions and the number of teachers who attend PD

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

We will measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walkthrough tool)and report the change in the rate of observable CRT practices or the number of teachers who consistently practice CR as observed in classroom walkthroughs

Person Responsible Rebecca Moore (moorere@pcsb.org)

We will measure long-term student outcomes by examining 2021 Spring ELA FSA data with the goal of reducing the achievement gap.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Develop and conduct equity centered PLC's

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Teachers will complete the Self Audit of a Culturally Relevant Classroom. Teachers will use this data to make adjustments in their teaching styles, classroom environments, and with their student interactions.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Develop equity centered problem solving through SBLT

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

#7. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Our current level of performance is pending Silver, 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 Silver recognition.

Measurable Outcome: Our school will be eligible in 6 out of 6 modules with for Silver 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 Steps to Implement

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.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Provide Healthy Schools Program Training

Person Responsible Michelle Wiszowaty (wiszowatymi@pcsb.org)

Provide opportunities for staff to participate in wellness activities throughout the school year

Person Responsible Michelle Wiszowaty (wiszowatymi@pcsb.org)

Provide mental health and SEL training for the staff during pre-school

Person Responsible Cindy Bennett (bennettci@pcsb.org)

Provide mental health and SEL training opportunities for the staff to attend during the school year

Person Responsible Cindy Bennett (bennettci@pcsb.org)

All instructional and support staff members will complete the 1 hour Kognito online training to teach educators and school personnel to be the effective eyes and ears of student mental health.

Person Responsible Rebecca Moore (moorere@pcsb.org)

#8. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: Our current attendance rate is 91% with 34% of students with 10% or more absences. We expect our performance level to be 95% with 10% or less of students with 10% or more absences by the end of the school year.

Measurable Outcome: The percent of all students missing more than 10% of school will decrease from 34% 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 Steps to Implement

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.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier by the CST and MTSS.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Develop and implement attendance incentive programs and competitions. CST and MTSS will insure this and share with staff.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

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.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Review data and effectiveness of school-wide attendance strategies on a biweekly basis by the CST.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis by the CST.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

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.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Social worker and support staff will conduct home visits when appropriate.

Person Responsible Rebecca Moore (moorere@pcsb.org)

#9. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: According to the 2019-2020 Title I Parent Survey results only 40% of our parents who took the survey felt that during the school year they had direct parent involvement. The problem/gap is occurring because participation barriers such as job responsibilities, not receiving communications from the school, and limited family resources (transportation) hinder their attendance. If we continue to offer various times and opportunities and use various platforms (including virtual) to encourage parent involvement our direct parent involvement average will increase to 50%, reducing the problem by 10%.

Measurable Outcome: The direct parent involvement average will increase from 40% to 50% as measured by the 2020-2021 Title I Parent Survey

Person responsible for monitoring outcome: Jacqueline Oester (oesterj@pcsb.org)

Evidence-based Strategy:

1. Effectively communicate with families about their students' progress and school processes/practices using various means such as digital platforms
2. Provide academic tools (digital or face to face) to families in support of their students' achievement at home.
3. Purposefully involve families with opportunities for them to advocate for their students.
4. 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 Steps to Implement

Teachers will conference with their students' parents via Teams or phone, to share PMP's, data and strategies to support each individual child. Social media, technology and agendas will be utilized to increase communication.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Families will have access to school resources that include student services, triage support, outside agency referrals, and social and academic tools.

Person Responsible Cindy Bennett (bennettci@pcsb.org)

Academic Family Engagement 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. 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.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Connect to Success computers will be offered to all students.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

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)

Implement PCS Connects and Title 1 Connect for Success Initiatives to allow students in need of home internet and/or computer access to engage in learning inside and/or outside of the school day.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Support parents on the use of digital learning platforms through district or school based trainings

Person Responsible Patricia Jankowski (jankowskip@pcsb.org)

#10. Other specifically relating to Conditions for learning - Climate and Culture

Area of Focus Description and Rationale: Our number of ODRs at the end of the 19-20 school year was 130, as evidenced in School Profiles. We expect our number of ODRs to decrease to 60 or less at the end of the 20-21 school year

Measurable Outcome: The number of ODRs will decrease from 130 to 60 or less, as measured by school-wide behavior data documented as ODRs in FOCUS and reported on School Profiles in May 2021, when compared to that from the 19-20 school year.

Person responsible for monitoring outcome: Jeane Morehouse (morehousej@pcsb.org)

Evidence-based Strategy:

1. Strengthen the implementation of research-based practices that communicate high expectations for each student.
2. Support the implementation engagement strategies that support the development of social and instructional teaching practices.
3. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
4. Strengthen teachers and instructional support people to establish and maintain positive relationships with all students.
5. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- 6.. Provide emotional support to those students who need to better understand their feelings and how to cope with feelings when they are negative.

Rationale for Evidence-based Strategy: The problem/gap in behavior performance is occurring because inadequate behavioral management strategies are implemented by individual teachers and students have difficulty applying social emotional learning skills. If high leverage strategies for behavioral management, including PBIS/RP/SEL, as well as AVID CRT strategies to increase student engagement would occur, the problem would be reduced by 10%.

Action Steps to Implement

During preschool, the SBLT team will collaborate to develop written documentation of policies, procedures, and clearly defined problem behaviors that emphasize prevention, instruction, and restorative approaches. The team will create and share a flow chart of behaviors that are staff managed and which are office managed and warrant an office referral or behavior call.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Students with a history of 3 or more referrals in the 2019-2020 school year or , or incur 3 or more referrals in the 2020-2021 school year will meet with the school counselor weekly to discuss concerns and be encouraged. This will begin the first week of school. The school counselor will share meeting dates and times with the administration via a log and share progress as it is appropriate.

Person Responsible Cindy Bennett (bennettci@pcsb.org)

Continue implementation of school-wide plan of Restorative Practices, Equity, Social Emotional Learning, and Cultural Relevance and monitor and support staff for implementation with fidelity.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Continue current certification of CPI 1 / CPI 1 & 2 (for Crisis Team Members only)

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix with emphasis on changes in expectations and rules related to COVID-19. SBLT will monitor teacher delivery of these lesson plans.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting Guidelines for Success (expectations) that are posted in common areas when doing so.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

The Restorative Practices trainer will hold monthly 20 and out sessions during planning periods on classroom management including appropriate use of preventative and proactive surface management as well as minor and major corrective feedback that is delivered in culturally responsive ways.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

School based RPIT will meet monthly to provide support to teachers and staff with Restorative Practices and SEL

Person Responsible Rebecca Moore (moorere@pcsb.org)

Present PBIS Reestablishing Tier I System including information specific to COVID .

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Revert our School Wide Behavior Plan from the Rawlings Rockets (tangible with potential to spread germs) to using Dojo (non-tangible however, visible).

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

During preschool and the fall semester, SBLT members will train all staff on discipline procedures for major and minor behavior problems and the data systems to ensure school-wide consistency during preschool. Members of the leadership team will conduct monthly checks for accuracy of information and comprehension (e.g. referral process flowchart, definitions of problem behaviors, explanation of major vs. minor referral forms).

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

After reflecting on the EWS data, Third grade (now to be fifth grade) had the greatest amount of students with a Level 1 score on Math FSA (33). The School based leadership team will create and monitor a school wide PLP. Data meetings and PLCs will be held on a weekly basis to analyze and monitor data and make necessary changes. We will identify and focus on these students, providing additional support. Teachers will create individual action plans to support these students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Rawlings incorporates Positive Behavioral Intervention Systems, Restorative Practices, Equity Best Practices, and Social Emotional Learning into our daily way of work. Our four Guidelines for Success are Be Respectful, Be Responsible, Be Safe and Be An Active Learner. They are introduced and explicitly taught to students during the first week of school and refreshers are provided on an as-needed basis. They are stated together on morning announcements each day. Families and Community Members are taught the Guidelines during Back to School Night and the first SAC and PTA Meetings for the year. The Guidelines are also posted on the school website, in all classrooms, and across the campus. Staff members are reminded of the Guidelines and provided with lesson plans during pre-school each year and are provided with reminders from administration throughout the year to keep them at the forefront of culture and climate discussions and instruction. Several staff members are AVID CRT trained. We plan to increase the number of staff trained in AVID CRT.

Using an Equity-Centered Problem Solving (ECPS) approach we will address concerns as an opportunity for all students to learn about the concern. We will utilize research-based practices such as the ICEL/RIOT to address concerns that will empower all students to do their very best while knowing we care for them and celebrate them.

We will have reminder signage throughout the school and teachers will respectfully remind students of these appropriate actions, describing what the action looks and sounds like.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$300.00
<i>Notes: Funding will be used for data analysis and planning of subgroup data.</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$300.00
<i>Notes: Math supplies will be purchased to support hands on experiences and math events with families</i>						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$500.00
<i>Notes: To purchase 10 GIMKIT licences for use in 4th and 5th grade</i>						
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$200.00
<i>Notes: Funding will be used for data analysis and planning of subgroup data.</i>						
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	120-Classroom Teachers	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$500.00
<i>Notes: Funds will be used to support PD and book study on Equity</i>						
7	III.A.	Areas of Focus: Other: Healthy Schools				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$100.00
<i>Notes: Supplies for all staff and students will be needed to better understand and practice a healthy lifestyle</i>						

8	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$300.00
<i>Notes: Funds will be used to purchase awards and incentives</i>						
9	III.A.	Areas of Focus: Other: Family and Community Engagement				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$300.00
<i>Notes: To purchase items to support family engagement events in all academic area</i>						
10	III.A.	Areas of Focus: Other: Conditions for learning - Climate and Culture				\$0.00
					Total:	\$2,500.00