

Alachua County Public Schools

Marjorie Kinnan Rawlings Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Positive Culture & Environment	21
Budget to Support Goals	21

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: 11/9/2017

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
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* 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%)
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 was approved by the Alachua County School Board on 10/6/2020.

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	6
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	21

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)	2019-20 Title I School	2019-20 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	96%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

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, position title, and job duties/responsibilities 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	

Demographic Information

Principal start date

Thursday 11/9/2017, Stella Arduser

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.*

4

Total number of teacher positions allocated to the school

32

Demographic Data

2020-21 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
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* 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%)
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 .	

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	0	54	59	66	59	51	0	0	0	0	0	0	0	289
Attendance below 90 percent	0	31	30	19	14	16	0	0	0	0	0	0	0	110
One or more suspensions	0	2	4	6	7	4	0	0	0	0	0	0	0	23
Course failure in ELA	0	6	1	0	5	1	0	0	0	0	0	0	0	13
Course failure in Math	0	4	3	2	0	1	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	23	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	21	0	0	0	0	0	0	0	26

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	8	4	3	8	20	0	0	0	0	0	0	0	43

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

Date this data was collected or last updated

Thursday 9/10/2020

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	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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

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	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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

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	
	(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	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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

ESSA Federal Index	
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%	0
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%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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.

The data showed ELA proficiency (32%) as the component with the lowest 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 proficiency 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 component with the most improvement was 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?

Two areas of concern from the EWS data are number of the learning gains of SWD students and closing the Racial Achievement Gap.

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

1. Learning Gains of SWD Students in ELA and Math
2. Learning Gains of the Lowest Quartile Students in ELA and Math
3. Closing the Racial Achievement Gap
4. Reducing Suspensions

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: The area of focus will be ELA Learning Gains for students in the lowest quartile. 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.

Measurable Outcome: 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 (creameri@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 iReady diagnostic results, fluency baselines, SIPPS assessments, and ISIP results.

Action Steps to Implement

1. Use data from iReady diagnostic report, monthly ISIP assessments, and SIPPS assessments to identify specific skill deficits of students.
2. Utilize the Success for All Reading Roots and Reading Wings programs to target reading instruction to student needs. Ongoing support will be provided by the Success for All facilitator.
3. Select targeted students to participate in book buddies.
4. Training and implementation of the Core Connections writing program in fourth and fifth grade.
5. Teachers will meet weekly to collaboratively plan small group intervention lessons according to the data.
6. Teachers will attend bi-weekly data chat meetings with the Instructional Intervention Coach.
7. Implement iReady, I-Station, and SIPPS interventions consistently and with fidelity.
8. Title I will support teachers' interventions based on the data with direction from the IIC.
9. Monthly fluency assessments.
10. Ongoing progress monitoring with adjustments made as needed as shown by the data.

Person Responsible Stefanie McLeod (mcleodsl@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The area of focus will be ELA Learning Gains for SWD. Based on the data, our goal is to focus on strategically addressing students' individual needs in ELA. The data shows that our SWD lack foundational reading skills. If teachers use student data to provide targeted reading intervention, SWD will make learning gains.

Measurable Outcome: The intended outcome is to increase ELA learning gains for SWD by 15%.

Person responsible for monitoring outcome: Laura Creamer (creameri@gm.sbac.edu)

Evidence-based Strategy: Teachers will plan collaboratively with support staff (Intervention Teachers, Resource, and Instructional Coaches) to provide individual and small group intervention in ELA based on data from iReady, I-Station ISIP, and SIPPS.

Rationale for Evidence-based Strategy: Co-planning results in cohesive and inclusive ELA lesson plans that include explicit differentiation for all learners. Data-driven small group interventions will address individual students' needs in the areas of phonics and fluency as identified by iReady diagnostic results, fluency baselines, SIPPS assessments, and ISIP results.

Action Steps to Implement

1. Use data from iReady diagnostic report, ISIP scores, and SIPPS assessments to identify specific skills deficits.
2. Utilize the Success for All reading program to target reading instruction to student needs. Ongoing support provided by the SFA facilitator.
3. ESE and general education teachers will collaboratively plan small group intervention lessons according to the data during IIC chats for ELA and SFA chats for SFA.
4. Increase instructional time for SWD within the general education classroom using support facilitation and co-teach models.
5. Explicitly build positive relationships with SWD by utilizing Success for All's Getting Along Together curriculum, Caring School Communities, and participating in Start with Hello week.
6. Implement iReady, I-Station, and SIPPS interventions consistently and with fidelity.
7. Core Connections training and implementation by ESE teachers in fourth and fifth grades.
8. Increase the use of Universal Designs for Learning (UDL) such as Snap and Read.

Person Responsible Stefanie McLeod (mcleodsl@gm.sbac.edu)

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

Area of Focus Description and Rationale: Increase ELA and Math Achievement of African American Students. Thirty One percent of African American students are currently performing in ELA at grade level expectations and forty one percent in Math. Some students are performing at a deficit of more than one school year behind. Closing the achievement gap for struggling learners is a critical factor in their success in school and beyond.

Measurable Outcome: For Specifically African American students, ELA Achievement will increase to at least 35% (from 31%) and Math Achievement to 45% (from 41%).

Person responsible for monitoring outcome: Shannon Pettit (pettitsb@gm.sbac.edu)

Evidence-based Strategy: During educational team intervention planning for Tier 2 students, the team will implement at least one intervention which changes the way the teacher interacts with the student. The teacher monitors the student's response to the teacher and changes are made to the way the teacher is interacting with the student in order to find the most effective strategies. Strategies that can be used (not an exhaustive list) are: co-regulating (for behavior); focusing on child's positive behaviors and reinforcing; familiarity: weaving in teacher's story of learning growth mindset; selective vulnerability: sharing a new skill the teacher is learning (the less than perfect parts); concern or connection in similarity or interests.

Rationale for Evidence-based Strategy: This strategy is taught in the book Culturally Responsive Teaching and the Brain by Yvette Jackson, on page 83. The rationale is that to become an independent learner, students have to trust the teacher (to tolerate anxiety and intellectual risk). An effective partnership needs to build between teacher and student and that by adjusting our behaviors as educators, based on progress monitoring of the student's response to our interventions, we find and build on the strategies that promote trust, and therefore, independent learning..

Action Steps to Implement

During EPT meetings, choose one small change in the way the teacher is instructing or responding (try a new teaching or relating strategy), along with a way to progress monitor the student's response to the teacher. (See page 84 for one example). Based on progress monitoring, the change will be adopted or tweaked and re-monitored.

Person Responsible Shannon Pettit (pettitsb@gm.sbac.edu)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Increase Learning Gains of the Lowest Quartile Students in Math. Students in the lowest quartile are currently performing below grade level expectations; sometimes at a deficit of more than one school year behind. Closing the achievement gap for struggling learners is a critical factor in their success in school and beyond.

Measurable Outcome: The intended outcome is for 54% of students in the lowest quartile to make learning gains in Math.

Person responsible for monitoring outcome: Laura Creamer (creameri@gm.sbac.edu)

Evidence-based Strategy: Teachers will analyze data from IReady, I-Station ISIP, Acaletics, and AIMS to plan individualized and small group interventions in Math.

Rationale for Evidence-based Strategy: Supporting students in small group instruction increases the intensity of instruction and provides opportunities for greater scaffolds.

Action Steps to Implement

1. Use data from I-Ready diagnostic report, ISIP, Acaletics, IXL, and curriculum baselines to identify specific skill deficits of students.
2. Teachers will meet bi-weekly with the Instructional Intervention Coach to progress monitor student learning and collaboratively plan interventions.
3. Increase opportunities for skill practice until mastery can be demonstrated
4. Provide after school tutoring and Saturday School sessions
5. Implement I-Station, Acaletics, Reflex Math, and IXL interventions continuously and with fidelity.
6. Monitor student progress frequently through the use of Google Data Docs, quarterly AIMS, Acaletics, Reflex Math, IXL, IReady, and Istation.
7. Continue the cycle of implementing interventions, progress monitoring, and modifying instruction

Person Responsible: Shanee Martin (martinsd@gm.sbac.edu)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increase Learning Gains of Students with Disabilities in Math. The data shows that our SWD lack foundational skills, particularly in number sense and place value. Our goal is to focus on being strategic and intentional with meeting student individual needs. If teachers provide data-driven and targeted instruction in math, then SWD achievement will increase.

Measurable Outcome: The intended outcome is to increase learning gains of SWD by 15%.

Person responsible for monitoring outcome: Laura Creamer (creameri@gm.sbac.edu)

Evidence-based Strategy: Teachers will plan collaboratively with support staff (Intervention Teacher, Resource, and the Instructional Intervention Coach) as well as 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.

Action Steps to Implement

1. Use data from I-Ready diagnostic report, math baselines, Acaletics, IXL, Reflex Math, and I-Station ISIP to identify specific students and specific skill deficits.
2. Collaborative teacher teams meet to match resources with student deficits and develop scaffolds that allow for all students to access math instruction.
3. Increase use of graphic organizers, use of charts, and other visuals
4. Provide after school tutoring and Saturday School sessions
5. Implement I-Station, Acaletics, IXL, Reflex Math, and I-Ready interventions consistently and with fidelity.
6. Continue the cycle of implementing interventions, progress monitoring, and modifying instruction

Person Responsible Shanee Martin (martinsd@gm.sbac.edu)

#6. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	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.
Measurable Outcome:	Reduce the number of out of school suspensions for African American students by 15%. Reduce from 49 to fewer than 41.
Person responsible for monitoring outcome:	Pat Phillips (phillipt@gm.sbac.edu)
Evidence-based Strategy:	The evidence based strategy 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 school day 7:45-8:00 am 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 Steps to Implement

1. Positive Behavior Reward System- Cosmic Cash School Store, positive referrals from teachers with shout outs on the announcements, special school wide events
2. 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.
3. School wide implementation of the Getting Along Together curriculum that is a part of the Success For All reading program.
4. In lieu of OSS, students will serve consecutive days of ISD for the time of the offense or during recess and lunch
5. Parents will be given an "In Lieu of" letter with each OSS assigned and attend with their child a seminar on Monday from 4-5 concerning behavior. The OSS will be removed.
6. 5th grade students In Lieu of OSS will attend class at ALC- Alternative Learning Center

Person Responsible Pat Phillips (phillipt@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

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

All priorities were addressed in the areas of focus.

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.

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.

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: Standards-aligned Instruction				\$297,294.35
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$284,277.78
			Notes: Title I Personnel salaries and Teachers.			
	5100	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$1,960.32
			Notes: Lead Teacher Supplement			
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$11,056.25
			Notes: Salary for Principal Specialist			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$28,314.36

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	369-Technology-Related Rentals	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$5,806.00
<i>Notes: Achieve 3000</i>						
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$11,343.36
<i>Notes: Gear Up Week and Standards Planning</i>						
			0341 - Marjorie Kinnan Rawlings Elem	TSSSA		\$6,200.00
<i>Notes: Educational Experiences for building background Knowledge (Cade Museum, FL Aquarium, St. Augustine)</i>						
			0341 - Marjorie Kinnan Rawlings Elem	TSSSA		\$4,965.00
<i>Notes: Core Connections and Success For All</i>						
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$6,131.24
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150		0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$4,046.00
<i>Notes: Parent meetings, trainings, and parent nights</i>						
	3336		0341 - Marjorie Kinnan Rawlings Elem	Other		\$2,085.24
<i>Notes: Professional book study materials</i>						
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$60,064.74
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$11,840.00
<i>Notes: Payroll and materials for extended day tutoring and Saturday School instruction.</i>						
			0341 - Marjorie Kinnan Rawlings Elem	Other		\$6,543.24
<i>Notes: Data Analysis Planning and Backwards Planning</i>						
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$7,350.00
<i>Notes: IReady License</i>						
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$4,500.00
<i>Notes: Iready PD</i>						
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$11,150.00
<i>Notes: Success for All Staff Development</i>						
			0341 - Marjorie Kinnan Rawlings Elem			\$18,681.50
<i>Notes: Additional Instructional Resources</i>						

5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$7,009.79
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$4,373.79
			<i>Notes: Acaletics PD</i>			
			0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$2,636.00
			<i>Notes: Reflex Math License</i>			
6	III.A.	Areas of Focus: Culture & Environment: Discipline				\$3,859.26
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0341 - Marjorie Kinnan Rawlings Elem	Other		\$1,109.26
			<i>Notes: PBIS Training Materials</i>			
			0341 - Marjorie Kinnan Rawlings Elem	Other		\$2,750.00
			<i>Notes: SEL Schoolwide PD</i>			
Total:						\$402,673.74