

Duval County Public Schools

# Rutledge H. Pearson Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

<http://www.duvalschools.org/rhpearson>

## Demographics

**Principal: Kathleen Adkins**

Start Date for this Principal: 7/26/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (38%) 2017-18: D (35%) 2016-17: D (33%) 2015-16: C (44%) 2014-15: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

<http://www.duvalschools.org/rhpearson>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

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

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Davis, Carolyn	Principal	The school principal is responsible for all aspects of the school. This includes budget, instruction.human resources, student success, and collaboration with all stake holders.
Coker-Hay, Charmaine	School Counselor	

### 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	35	51	46	36	49	34	0	0	0	0	0	0	0	251
Attendance below 90 percent	14	2	10	6	17	9	0	0	0	0	0	0	0	58
One or more suspensions	2	4	8	5	4	8	0	0	0	0	0	0	0	31
Course failure in ELA or Math	1	19	4	5	0	0	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	29	30	42	0	0	0	0	0	0	0	101

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	2	4	8	6	0	0	0	0	0	0	0	0	0	20

**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	1	4	4	5	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

12

**Date this data was collected or last updated**

Friday 7/26/2019

**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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students 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	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	17	10	8	17	5	0	0	0	0	0	0	0	71
One or more suspensions	2	4	5	5	7	7	0	0	0	0	0	0	0	30
Course failure in ELA or Math	2	1	5	12	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	12	20	17	0	0	0	0	0	0	0	49

**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	4	7	0	0	0	0	0	0	0	0	11

**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	24%	50%	57%	23%	49%	55%
ELA Learning Gains	38%	56%	58%	34%	56%	57%
ELA Lowest 25th Percentile	43%	50%	53%	38%	54%	52%
Math Achievement	37%	62%	63%	37%	62%	61%
Math Learning Gains	52%	63%	62%	36%	63%	61%
Math Lowest 25th Percentile	50%	52%	51%	27%	54%	51%
Science Achievement	19%	48%	53%	36%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	35 (0)	51 (0)	46 (0)	36 (0)	49 (0)	34 (0)	251 (0)
Attendance below 90 percent	14 (0)	2 (0)	10 (0)	6 (0)	17 (0)	9 (0)	58 (0)
One or more suspensions	2 (0)	4 (0)	8 (0)	5 (0)	4 (0)	8 (0)	31 (0)
Course failure in ELA or Math	1 (0)	19 (0)	4 (0)	5 (0)	0 (0)	0 (0)	29 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	29 (0)	30 (0)	42 (0)	101 (0)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	20%	51%	-31%	58%	-38%
	2018	22%	50%	-28%	57%	-35%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	22%	52%	-30%	58%	-36%
	2018	17%	49%	-32%	56%	-39%
Same Grade Comparison		5%				
Cohort Comparison		0%				
05	2019	33%	50%	-17%	56%	-23%
	2018	20%	51%	-31%	55%	-35%
Same Grade Comparison		13%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	61%	-18%	62%	-19%
	2018	39%	59%	-20%	62%	-23%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	40%	64%	-24%	64%	-24%
	2018	31%	60%	-29%	62%	-31%
Same Grade Comparison		9%				
Cohort Comparison		1%				
05	2019	29%	57%	-28%	60%	-31%
	2018	14%	61%	-47%	61%	-47%
Same Grade Comparison		15%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	21%	49%	-28%	53%	-32%
	2018	18%	56%	-38%	55%	-37%
Same Grade Comparison		3%				
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	24	29		22	38						
BLK	20	34	47	33	49	47	20				
FRL	22	35	40	36	52	50	20				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40		21	27						
BLK	20	41	55	31	38	35	15				
FRL	21	42	55	32	39	33	17				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	36	31	14	13	9					
BLK	22	34	36	37	35	27	35				
FRL	22	36	42	38	40	35	41				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	7
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
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%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

The Science component showed the lowest performance at 19% proficient followed by ELA Achievement at 24% proficient. In 2017, Science achievement was at 36% and then took a sharp decline for the last two years. ELA Achievement has remained unchanged for the last three years at 24% and 23%. Reflecting on the data, we believe that the science data was low because the students were not proficient readers.

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

ELA Lowest 25th Percentile showed the greatest decline from 52% in 2018 to 43% in 2019. We believe this decrease occurred because whole group instruction was the focus, small group differentiated instruction was not delivered with fidelity in the ELA classrooms.

**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.**

Specifically, Grade 3 ELA Achievement showed a 38% gap below the state average. We believe a lack of understanding of how to align identified data deficits with effective instruction that would address and narrow student learning gaps.

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

The Math Lowest 25th Percentile showed the greatest improvement moving from 33% to 50% in 2019. During the 2019 school year, we implemented Acaletics, a skill based intervention. This intervention helped us to narrow the achievement gap of our most fragile math students.

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

An area of concern will be attendance. Students in grades K, 2, 4 and 5 all had over one third of students missing more than 10% of school last year.

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

1. ELA Lowest 25% Percentile
2. ELA Learning Gains
3. ELA Proficiency

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	ELA
<b>Rationale</b>	During the 2018-2019 school year, students performed significantly below the state averages of 58% (3rd), 58% (4th), 56% (5th) in reading. The school is also well below Duval County Public Schools averages in reading 51 % (3rd), 52% (4th) and 50% (5th). The data leads us to refocus our efforts on increasing reading proficiency across all grade levels, specifically with our students identified as Students with Disabilities, Black/African American Students, and Economically Disadvantaged Students.
<b>State the measurable outcome the school plans to achieve</b>	Student achievement in reading will increase in grade 3 from 20% to 40%, 4th grade from 22% to 42%, and 5th grade from 33% to 53%.
<b>Person responsible for monitoring outcome</b>	Carolyn Davis (davis@c@duvalschools.org)
<b>Evidence-based Strategy</b>	Teachers will implement higher order questions across curriculum to promote comprehension, critical thinking skills, analysis of text as well as check acquisition of student knowledge. As described in the action plan, we will purchase Corrective Reading and Reading Mastery to ensure foundation skills are mastered.
<b>Rationale for Evidence-based Strategy</b>	Reflecting on our data, only an average of 25% and 20% in science of our students were proficient on FSA Reading. By selecting this evidence based strategy, we will engage our students in dialogues with text, peers, and teachers through self-questioning, question generation, and question answers. Students will also demonstrate a deeper comprehension of the curriculum.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will implement Corrective Reading and Reading Mastery with fidelity.</li> <li>2. Teachers will implement small group instruction to meet the needs of students based on data.</li> <li>3. Administrators will monitor implementation of Corrective Reading, Reading Mastery, and small group instruction.</li> <li>4. Provide targeted professional development to increase teacher knowledge and understanding of high value standards.</li> <li>5. Content Coaches will create weekly common planning activities that includes data analysis from multiple data points.</li> <li>6. Hire and train a paraprofessional to work specifically with students identified as ESE.</li> <li>7. Through experimental learning our goal is to build background knowledge for our students by giving them experiences to deepen their understanding of grade level standards through off site explorations. These explorations will enhance their understanding and their ability to transfer knowledge across different content areas. Some of the field experiences will include Sea World, The Jacksonville Zoo, The River Keeper,</li> </ol>

Theater Works, Bush Gardens, Diamond D Ranch, Imax Theater, Farmer's Market, Publix Warehouse, and  
World of Nations,  
8. Technology to enhance student achievement.  
9. Supplies to increase student achievement across all content areas.

**Person Responsible** Carolyn Davis (davisc@duvalschools.org)

## #2

**Title** Math

**Rationale** Although we have increased in all math components from last year, we are still significantly lower than the State average. Our Math Achievement is 37%, Math Gains is 52%, and Math LPQ is 50%.

**State the measurable outcome the school plans to achieve** Our targeted area for each math component is:  
Math Achievement increase by at least 8%  
Math Gains increase by at least 9%  
Math LPQ Gains increase by at least 8%

**Person responsible for monitoring outcome** Carolyn Davis (davisc@duvalschools.org)

**Evidence-based Strategy** Last year, we focused on standard based instruction to ensure we were aligning more of the core instruction. This school year, the leadership team plans to take a more targeted approach to using data to impact our In small group instructional practices by adding a general education paras to support grade level teachers in working with identified students on foundational math skills needed for grade level standards master. Additionally, in addition to unpacking the standards more in depth, we will be purchasing ACALETICS to enhance the small group instruction. In an effort to close the achievement gap with foundational skills, we will also purchase a math coach.

**Rationale for Evidence-based Strategy** There has been proven data from the use of ACALETICS in like schools with similar demographics. Although a lot of our students need these foundational skills, there has been a significant increase in our scores due to the focus on standard based instruction.

## Action Step

**Description** 1. Attend standard based instruction academies for the ISI region during the summer.  
2. Pre-planning focus on what worked and what did not work for our math instruction.  
3. Determine small groups and what is needed.  
4. Attend ACALETICS training and implement a schedule to include this everyday.  
5. Develop lesson plans for Math Coach to work with both teachers and students.

**Person Responsible** Carolyn Davis (davisc@duvalschools.org)

#3	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Our students with disabilities subgroup is below the federal index of 41% (28%). In addition to the goals set forth in the individualized education plan, we will focus on strategies to intensify support for students with disabilities.
<b>State the measurable outcome the school plans to achieve</b>	Our goal is to increase this subgroup to reach at or above the 41% federal index.
<b>Person responsible for monitoring outcome</b>	Carolyn Davis (davisc@duvalschools.org)
<b>Evidence-based Strategy</b>	Increase the understanding of IEPs with both teachers and students, increase accessibility wherever possible, and align instruction as much as possible to the highest expectation SWD can reach.  <a href="https://www.verywellfamily.com/helping-students-learning-disabilities-2162402">https://www.verywellfamily.com/helping-students-learning-disabilities-2162402</a>
<b>Rationale for Evidence-based Strategy</b>	In reading several articles on how to better support students with disabilities, the starting point is early detection, however the development and continuation of the IEP are vital to ensuring the student masters their goals
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify students who are a part of the SWD category</li> <li>2. Train the staff on the Multi-Tiered System of Supports</li> <li>3. Re-evaluating IEPs and diving deeper into understanding all of the goals</li> <li>4. Aligning standards to mastery of goals</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Carolyn Davis (davisc@duvalschools.org)



#4	
<b>Title</b>	African American Students and Economically Disadvantaged
<b>Rationale</b>	Our African American students subgroup and Economically Disadvantage is below the federal index of 41% (36%). Our demographics have over 50% African American students and over 50% Economically Disadvantaged. With so much of our population being African American and Economically Disadvantaged, we need to focus on the systems we have in place at the Tier I level.
<b>State the measurable outcome the school plans to achieve</b>	Our goal is improve multiple components. By improving the African American student subgroup and Economically Disadvantaged to the 41% federal index or above, we will also help other areas improve.
<b>Person responsible for monitoring outcome</b>	Carolyn Davis (davisc@duvalschools.org)
<b>Evidence-based Strategy</b>	Through the multi-tiered system of supports, we will focus on Tier I strategies for academic, behavior, and socio-emotional interventions.
<b>Rationale for Evidence-based Strategy</b>	By working with larger groups of students, teachers will not have to develop the same interventions over and over again. Systems change will help a majority of the students at our school.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. MTSS training at our school</li> <li>2. Focus on targeted areas of need to improve day to day systems</li> <li>3. Develop systems with teacher input</li> <li>4. Evaluate the progress to determine if there needs to be changes</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Carolyn Davis (davisc@duvalschools.org)

#5	
<b>Title</b>	Developing Leadership through Comprehensive Intervention Support
<b>Rationale</b>	As Rutledge Pearson, is in year two of a DMT-TOP and has elected the TOP- EO option for cycle 2, we are requesting to utilize the reallocated funds from the student field trip to support the initial services that are necessary for the elected External Operator to assume full operation of the school in the event he school fails to make the necessary grade of "C" or higher.
<b>State the measurable outcome the school plans to achieve</b>	The school, through guided support from a contracted external operator, be able to use historical and on-going data to analysis to review, all available learning performance data, school improvement plans, staff rosters, family survey data, and other early warning data; a 3-day comprehensive on-site analysis evaluating the schools current learning environment, teacher instructional practices, and leadership and overall school organization systems, while planning forward for whole school improvement under the guidance of the contracted external operator. The school will be well positioned to decrease instructional staff vacancies through supportive recruiting, selection, and hiring of staff to meet the needs of the schools current populations.
<b>Person responsible for monitoring outcome</b>	School Improvement Dept (schoolimprovement@duvalschools.org)
	Develop clear standards for student achievement and turnaround success at the school and system levels.
<b>Evidence-based Strategy</b>	The leadership team will serve as a voice for urgency around school improvement efforts, supporting teachers in their ability to provide rigorous standards based instruction everyday.
<b>Rationale for Evidence-based Strategy</b>	Create internal polices, procedures, and systems that will support and sustain school turnaround efforts through professional development, teacher PLC's, Shared Decision Making, and all other stakeholders that contribute to the school's learning environment.  Duval County Public School's Community Assessment Team has conducted several district wide meetings to review Rutledge H. Pearson's school data, principal initiatives and current school plans for improvement. Additionally, district staff worked to provide an assortment of ways whereby stakeholders are also engaged and involved in the district's efforts to increase the academic performance of all students. Some of the additional methods included school level data chats; status of the school meetings with partners, PTA and SAC Advisory meetings, and online and paper formatted surveys. Based upon all of the collected feedback received, the fact finding information was used to provide recommendations to the Superintendent for consideration of engaging the contracted services of an External Operator to move the school forward in the event that the school fails to earn the necessary grade of "C" on the Spring 2020 Grade.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Contracted External Operator (partner) will complete a comprehensive data analysis reviewing all available state, district, and school level data, curriculum, schedules, staffing roster and grade level assignments, budget's and use of allocated funding.</li> <li>2. Contracted External Operator (partner) will work in collaboration with the district region leadership and the school's administrative team to conduct a 3-day in-depth on-site school</li> </ol>

analysis of the school educational environment and day to day operations to include: Class room instruction, student transitioning, engagement within the learning environment, parent and community involvement, facilities, use of technology, and overall school organization and evidence of systems for sustainable school wide improvement.

3. Additionally, the contracted External Operator, will provide side by side support to the school's services may leadership with instructional staff recruitment, selection, and hiring for identified vacancies, and school improvement planning for continued improvement..

Note: as the district is currently negotiating terms of support and service, the proposed scope of work will be also aligned to measurable performance indicators attached to the payment for work completed during this phase.

**Person Responsible** [no one identified]

### Additional Schoolwide Improvement Priorities (optional)

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

In order to ensure that on-going and continuous learning occurs within our African-American and Economically Disadvantaged Student sub-group populations, we plan to provide extended learning opportunities for students to bridge the learning gap and prohibit learning loss that frequently occurs over extended breaks with many students in high-poverty environments by offering a Spring Break and Summer learning Reading and Math Camp for students based upon progress monitoring and other EWRS data.

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

In order to building positive relationships and communicate our mission and vision statements with families we will implement the following:

- Meet & Greet/Student Orientation
- Open House
- Parent Data Chat Nights
- Title I Parent Meetings
- Donuts & Dad's/Muffins & Mom's Meetings
- Boys and Girls Club Afterschool Program
- Parent Academy
- Offer Academic Night (all content)

To keep parents informed about their child's progress we will implement the following:

- Parent/Teacher Conferences

- Access to Parent Portal through Focus
- Academic Progress Reports/Report Cards
- Title I Newsletters
- Regular Communication via Class Dojo, School Robo Calls

#### **PFEP Link**

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

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

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

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

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

Our fifth graders that are transitioning to middle school students are also provided a transition meeting to familiarize students with middle school expectations.

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

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

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

Supplemental Academic Instruction: SAI funds along with Title I funds to provide additional academic support for students, such as tutoring.

Violence Prevention Programs: Positive Behavior Intervention System, Class Dojo, and CHAMPS Programs are fully implemented throughout the school.

The Boys and Girls Club of Northeast Florida sponsors or TEAM Up program.

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

The school will continue to implement Advancement Via Individual Determination (AVID) with strategies that focus on the concentration of college and career awareness.

## Part V: Budget

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

1	III.A.	Areas of Focus: ELA				\$93,830.13
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7800	390-Other Purchased Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$4,000.00
			Notes: Transportation used to transport students to off site learning to broaden their understanding of the standards. the field trips to St. Augustine, Magic School Bus, Charlotte's Web and Pete the Cat.			
	5100	730-Dues and Fees	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$4,000.00
			Notes: Admissions to build background knowledge of our students by giving them experiences to deepen their understanding of grade level standards through site explorations that will enhance their understanding and ability to transfer the field trips to St. Augustine, Magic School Bus, Charlotte's Web and Pete the Cat. knowledge across all content areas.			
	6400	310-Professional and Technical Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$6,382.00
			Notes: Provide professional development to ensure teachers are prepared and have an opportunity to gain knowledge of best practices in their content area.			
	5900	120-Classroom Teachers	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$17,544.00
			Notes: Part-Time Teacher Tutors to provide additional academic support fro students identified as having academic deficits.			
	5900	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,460.00
			Notes: Tutoring Employee Benefits Retirement 8.47%			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$14,104.00
			Notes: Purchase technology equipment to enhance classroom instruction.			
	5100	500-Materials and Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$7,054.00
			Notes: Purchase supplies to enhance classroom instruction.			
	5900	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,319.00
			Notes: Tutoring Employee Benefits Social Security 7.65%			
	5900	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$162.00
			Notes: Tutoring Employee Benefits Workers Compensation .94%			

	5900	250-Unemployment Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$2.00
			Notes: Tutoring Employee Benefits Unemployment Compensation .01%			
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$342.55
			Notes: Supplementary Reading Materials: Ready Florida ELA (LAFS) work books will be used to support identified Grade K students who are demonstrating gaps in proficiency with grade level mastery of taught foundational skills. Students will be supported through small group instruction and after school as needed.			
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$6,588.65
			Notes: Supplementary Reading Materials: Reading Mastery Kits Reading Presentation Books, Spelling Presentation Book, Teacher's Guide, Literature Guide, Skills Profile Folder, Audio CD, Assessment Handbook, Answer Key (9Qty) to support identified Grade K students who are demonstrating gaps in proficiency with grade level mastery of taught foundational skills.			
	5100	150-Aides	0951 - Rutledge H. Pearson Elementary School	UniSIG	1.0	\$9,018.00
			Notes: Paraprofessional			
	5100	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$763.50
			Notes: Paraprofessional Employee Benefits Retirement 8.47%			
	5100	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$690.00
			Notes: Employee Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$4,141.35
			Notes: Employee Benefits Health Insurance 45.93%			
	5100	232-Life Insurance	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$5.40
			Notes: Employee Benefits Life Insurance .06%			
	5100	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$84.77
			Notes: Employee Benefits Workers Comp .94%			
	5100	250-Unemployment Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$3.00
			Notes: Employee Benefits Unemployment			
	5100	290-Other Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$127.80
			Notes: Employee Benefits Flex			
	7800	390-Other Purchased Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$3,146.02
			Notes: • This line item will support the 12 days of bus transportation that will be needed for a limited student busing route during each of the extended learning events: Spring Break Ramp Up Academy; the K-2 Tiger Time Summer Learning Camp; and the Grade 4-5 Summer Grade Retention/Recovery Program.			

	5900	120-Classroom Teachers	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$9,718.00
			Notes: • The school is requesting hire 4 teachers @ \$24 per hour + benefits for a total cost of \$6,500.00 These teachers will be hired to support the summer remediation program for approximately 60 rising PreK-2nd Grade Students called "Pearson's K-2 Tiger Time Summer Learning Camp" \$ Students will have an opportunity to remediate skills that they are demonstrating inconsistency in mastery as well as introduction into upcoming grade level foundational reading and math standards for the school's rising PreK, 1st, and 2nd grade students. Students will attend from June 15-25th (8 days). • The school also plans to hire 3 teachers @ \$24 per hour + benefits for a total cost of \$4,875.00 to provide intensive tutoring support for students in grades 4-5 who are in danger of grade level retention to receive intensive small groups support and the opportunity to demonstrate grade level proficiency of standards after receiving support in the areas indicated on the end of year grade reporting data review. This summer remediation program will allow impacted students in grade 4 and 5 at Pearson to stay on track for promotion.			
	5900	200-Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,657.00
			Notes: Benefits from tutoring			
	7800	390-Other Purchased Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,517.09
			Notes: This line item will support the 12 days of bus transportation that will be needed for a limited student busing route during each of the extended learning events: Spring Break Ramp Up Academy; the K-2 Tiger Time Summer Learning Camp; and the Grade 4-5 Summer Grade Retention/Recovery Program.			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math</b>				<b>\$3,822.89</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG	0.0	\$3,822.89
			Notes: Mathematics Florida Standards (MAFS) Supplementary Student Work Books to support small group teacher lead math instruction focused on foundation math standards skills development for all students in grades K-5. These materials will be purchased from Curriculum Associates.			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Students with Disabilities</b>				<b>\$14,834.07</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	150-Aides	0951 - Rutledge H. Pearson Elementary School	UniSIG	1.0	\$9,018.00
			Notes: Para to Support ESSA Subgroup			
	5200	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$763.50
			Notes: Employee Benefits Retirement 8.47%			
	5200	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$690.00
			Notes: Employee Benefits Retirement 7.65%			
	5200	231-Health and Hospitalization	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$4,141.60
			Notes: Employee Benefits Health Insurance 45.93%			
	5200	232-Life Insurance	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$5.40
			Notes: Employee Benefits Life Insurance .06%			



	5200	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$84.77
			<i>Notes: Employee Benefits Workers Comp .94%</i>			
	5200	250-Unemployment Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$3.00
			<i>Notes: Employee Benefits Unemployment</i>			
	5200	290-Other Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$127.80
			<i>Notes: Employee Benefits Flex 1.42%</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: African American Students and Economically Disadvantaged</b>				<b>\$3,250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$2,750.00
			<i>Notes: 4) classroom teachers will be hired @ \$24 per hour + benefits) to conduct a Spring Break Ramp Up Camp: High impact and engaged instruction will be provided to target students in grades 3-5 during</i>			
	5900	200-Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$500.00
			<i>Notes: 4) classroom teachers will be hired @ \$24 per hour + benefits) to conduct a Spring Break Ramp Up Camp: High impact and engaged instruction will be provided to target students in grades 3-5 Benefits</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Developing Leadership through Comprehensive Intervention Support</b>				<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	310-Professional and Technical Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$12,000.00
			<i>Notes: As Rutledge Pearson, is in year two of a DMT-TOP and has elected the TOP- EO option for cycle 2, we are requesting to utilize the reallocated funds from the student field trip to support the initial services that are necessary for the elected External Operator to assume full operation of the school in the event he school fails to make the necessary grade of "C" or higher.</i>			
<b>Total:</b>						<b>\$134,021.00</b>