Marjorie Kinnan Rawlings Elementary School

2021-22 Schoolwide Improvement Plan

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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: 11/14/2017

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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3500 NE 15TH ST, Gainesville, FL 32609

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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	Position Title	Job Duties and Responsibilities
Creamer, Laura	Principal	Provides leadership and direction for students to meet national and state requirements and teachers to have the training and resources needed to increase student achievement by using effective teaching strategies; collects data on student progress towards academic and behavioral goals, analyzes data by benchmarks to ensure the concepts are being taught (lesson plans, classroom snapshots,differentiated instruction). Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. and participates in Educational Planning Team (EPT) meetings with parents. Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success; implements PBS with fidelity; maintains a safe learning environment
Phillips, Pat	Assistant Principal	Provides expertise in both Florida State Standards and BEST standards; ensures that students are taught on their instructional level; provides remedial or enrichment strategies/ activities to teachers based on needs; assists in the collection of assessment data from all K-5 students in the areas of language arts, math, writing, and science. Participates in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Meets with students, teachers, and parents to develop plans to assist with student success
Martin, Shanee	Instructional Coach	Provides information about core instruction and UFLI instruction, participates in student data collection, delivers Tier 2/3 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities. Participates in student data collection,

Name	Position Title	Job Duties and Responsibilities
		integrates core instructional activities/materials into instruction. Monitors school wide and individual student data. Helps lead data meetings.
	Behavior Specialist	Provides support for teachers and parents related to classroom and behavior management strategies, develops and monitors behavior plans for specific students, implements PBS with fidelity.
Perry, Meredith	School Counselor	Helps meet all student needs on campus. Is liaison between families and school. Provides expertise in the RtI implementation and support to the Leadership Team in areas of interventions needed to address specific student's needs; works with outside agencies to ensure student academic, emotional, behavioral, and social needs are addressed; an active participant in EPT, 504, and IEP meetings, and works closely with teachers and parents. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Demographic Information

Principal start date
Tuesday 11/14/2017, 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
31

Total number of students enrolled at the school
340

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

Demographic Data

Early Warning Systems

2021-22

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	62	49	62	55	60	60	0	0	0	0	0	0	0	348
Attendance below 90 percent	14	30	33	27	35	27	0	0	0	0	0	0	0	166
One or more suspensions	0	1	1	3	2	4	0	0	0	0	0	0	0	11
Course failure in ELA	2	25	15	18	10	17	0	0	0	0	0	0	0	87
Course failure in Math	2	20	14	20	16	17	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	25	15	18	15	20	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	5	34	27	32	36	34	0	0	0	0	0	0	0	168

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

Date this data was collected or last updated
Thursday 8/26/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	59%	57%	24%	58%	56%
ELA Learning Gains				51%	57%	58%	34%	53%	55%
ELA Lowest 25th Percentile				47%	49%	53%	35%	40%	48%
Math Achievement				44%	60%	63%	44%	64%	62%
Math Learning Gains				61%	61%	62%	50%	58%	59%
Math Lowest 25th Percentile				69%	49%	51%	42%	45%	47%
Science Achievement				30%	57%	53%	41%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	28%	57%	-29%	58%	-30%
Cohort Comparison						
04	2021					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-28%				
05	2021					
	2019	23%	55%	-32%	56%	-33%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	40%	58%	-18%	62%	-22%
Cohort Comparison						
04	2021					
	2019	40%	60%	-20%	64%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-40%				
05	2021					
	2019	42%	57%	-15%	60%	-18%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	55%	-26%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Monthly ISIP and quarterly Dibels data were used to measure first grade student progress. Monthly ISIP and quarterly AIMS data were used to measure second through fifth grade student progress.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	19%	33%
	Economically Disadvantaged	45%	19%	33%
	Students With Disabilities	8%	3%	3%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59%	67%	54%
	Economically Disadvantaged	56%	65%	52%
	Students With Disabilities	19%	67%	56%
	English Language Learners	N/A	N/A	N/A

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	24%	26%
	Economically Disadvantaged	31%	25%	25%
	Students With Disabilities	16%	10%	10%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	34%	41%
	Economically Disadvantaged	50%	34%	41%
	Students With Disabilities	24%	40%	32%
	English Language Learners	N/A	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	31%	16%
	Economically Disadvantaged	18%	29%	14%
	Students With Disabilities	7%	24%	4%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	22%	47%
	Economically Disadvantaged	25%	19%	48%
	Students With Disabilities	19%	30%	31%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	29%	50%
	Economically Disadvantaged	23%	28%	28%
	Students With Disabilities	24%	29%	13%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44%	32%	35%
	Economically Disadvantaged	44%	31%	35%
	Students With Disabilities	25%	18%	24%
	English Language Learners	N/A	N/A	N/A

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	10%	36%
	Economically Disadvantaged	15%	9%	36%
	Students With Disabilities	10%	7%	22%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28%	23%	47%
	Economically Disadvantaged	25%	20%	48%
	Students With Disabilities	6%	17%	44%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	16%	38%	28%
	Economically Disadvantaged	12%	41%	35%
	Students With Disabilities	0%	36%	27%
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	58		16	42		20				
BLK	16	24	50	28	50	50	15				
FRL	16	28	54	28	53	54	13				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	8	30	36	13	37						
BLK	26	37	38	43	49	38	42				
FRL	24	35	35	45	49	42	42				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or 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%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Current trends from our data indicate ELA proficiency dropped from the 2019 score data. Science proficiency also dropped in 5th grade. Math lowest quartile scores in 5th grade continue to be the strongest data area. Our SWD subgroup continues to struggle in ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data showed ELA proficiency (18%) 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement are fidelity to core curriculum instruction, need for more intervention teachers, and student attendance. A new core reading curriculum, Benchmark Advance, is being implemented this year as well as the UFLI program in grades K-2.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Lowest quartile students showing learning gains in Math showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Small group instruction, standards based instruction and data analysis to guide instruction for these students were implemented on a consistent basis.

What strategies will need to be implemented in order to accelerate learning?

Targeted instruction with spiral review incorporated at a pace that ensures students are learning at an accelerated rate. Intervention strategies and groups that target student needs for that standard/ subject area.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will have professional development opportunities in:
Illuminate, our new data dashboard platform
Benchmark Advance, our new core Reading curriculum
Progress monitoring and RTI process
BEST standards

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continued use of SIPPS, Acaletics, and instructional data chats. Professional development and professional learning communities to support instruction and behavior management.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
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.
Monitoring:	This area of focus will be monitored through data review and discussion, and walkthroughs with feedback during intervention time.
Person responsible for monitoring outcome:	Laura Creamer (creamerl@gm.sbac.edu)
Evidence-based Strategy:	Teachers will use data from iReady, I-Station ISIP, and SIPPS to plan individualized and small group interventions in ELA.
Rationale for Evidence-based Strategy:	Data-driven small group interventions will address students' individual needs in the areas of phonics and fluency identified by 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 Benchmark Advanced Reading program to target reading instruction to student needs.
3. Teachers will meet weekly to collaboratively plan small group intervention lessons according to the data.
4. Teachers will attend bi-weekly data chat meetings with the Instructional Intervention Coach.
5. 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 Shanee Martin (martinsd@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%.
Monitoring:	Implementation with fidelity will be monitored and data will be reviewed and discussed.
Person responsible for monitoring outcome:	Laura Creamer (creamerl@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 reports, ISIP scores, and SIPPS assessments to identify specific skills deficits.
2. Utilize the Benchmark Advance reading program to target reading instruction to student needs.
3. ESE and general education teachers will collaboratively plan small group intervention lessons according to the data during IIC chats for ELA.
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 the Caring School Communities, and participating in Start with Hello week.
6. Implement iReady, I-Station, and SIPPs interventions consistently and with fidelity.
7. Increase the use of Universal Designs for Learning (UDL) such as Snap and Read.

Person Responsible	Meredith Perry (perrymr@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. Eighteen percent of African American students are currently performing in ELA at grade level expectations and thirty 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 18%) and Math Achievement to 45% (from 31%).
Monitoring:	Data will be reviewed and discussed biweekly to closely monitor ELA and Math achievement of African American Students.
Person responsible for monitoring outcome:	Pat Phillips (phillipt@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	Shanee Martin (martinsd@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.
Monitoring:	Monitoring of small group instruction and instruction data.
Person responsible for monitoring outcome:	Laura Creamer (creamerl@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, 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, and Reflex Math interventions continuously and with fidelity.
6. Monitor student progress frequently through the use of Google Data Docs, quarterly AIMS, Acaletics, Reflex Math, 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%.
Monitoring:	Data will be monitored and discussed with teachers to guide instruction.
Person responsible for monitoring outcome:	Laura Creamer (creamerl@gm.sbac.edu)
Evidence-based Strategy:	Teachers will plan collaboratively with support staff (Intervention Teacher, Resource, and 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, 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, Reflex Math, and I-Ready interventions consistently and with fidelity.
6. Continue the cycle of implementing interventions, progress monitoring, and modifying instruction

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

#6. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Reduce the number of suspensions of African American students 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 three 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.
Monitoring:	Referrals will be monitored and reviewed at leadership meetings and grade level team meetings.
Person responsible for monitoring outcome:	Michael Graham (grahammr@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 Caring Schools Community.
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.

Person Responsible	Michael Graham (grahammr@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In 2019 Rawlings Elementary reported .9 incidents per 100 students, falling in the high category at a ranking of 912. Two physical attacks were reported and these will be closely monitored this school year. Discipline data will be monitored both through discipline referrals and positive referrals. PBIS will be continued to used school wide as well as the Caring School Communities SEL program. Discipline data will be shared with staff as well as professional development opportunities in restorative consequences/actions and social emotional learning.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Shanee Martin, Title I Lead - Title I parent nights, Title I newsletters
Laura Creamer, Principal - phone home messages, emails and notices, SAC Meetings, PTA meetings, community outreach.
Pat Phillips, Assistant Principal - SAC Meetings, PTA Meetings
Meredith Perry, School Counselor - SMILE Mentoring program, parent meetings
Teachers - parents communication

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$37,942.48
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$3,000.00
			Notes: Consultant for IReady Training: 2 PD sessions			
	6400	369-Technology-Related Rentals	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$7,460.00
			Notes: IReady Student Licenses			
	6400	369-Technology-Related Rentals	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$1,870.00
			Notes: IReady Teacher Toolbox Access			
	5100	644-Computer Hardware Non-Capitalized	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$18,036.48
			Notes: Dell Laptops (33 @ 546.56 each			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$7,576.00
			Notes: Eathwalk Laptop Carts - 3 @ $2499 each plus shipping			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$30,000.85
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$6,993.00
			Notes: EDI (Saturday School) - 7 teachers to provide 9, 2.5 hour sessions Teacher salaries for 7 teachers to provide 2.5 hours of instruction and 30 minutes of planning @ an average of $37/hour for 9 Saturdays to provide Extended Day Interventions in Reading and Math to 48 student from January 22 - April 2, 2022. Teachers are selected base on their experience with working with children in the targeted grade levels and their appraisal rating.			
	5900	210-Retirement	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$839.16
			Notes: fringe for EDI Saturday school			
	5900	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem			$534.96
			Notes: fringe for EDI Saturday school			
	5900	290-Other Employee Benefits	0341 - Marjorie Kinnan Rawlings Elem			$35.66
			Notes: fringe for EDI Saturday school			
	5100	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$185.02

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			Notes: 15 K-2 Books (Amazon)			
	5100	644-Computer Hardware Non-Capitalized	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$17,398.17
			Notes: Dell Latitude Laptops - 30 @ $575.00			
	6150	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$2,174.55
			Notes: Family Literacy Night: Families attend reading workshop to learn how to use the take home reading materials. Kits include interactive activities with practices and strategies that maximize reading and writing success.			
	6150	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$100.00
			Notes: Food for Family Literacy Night			
	6150	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$20.56
			Notes: General Office Supplies for Family Literacy Night			
	6150	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$0.00
			Notes: Family STEM Night: Families will participate in hands-on STEM stations that will increase student achievement in math and science while encouraging greater technology and engineering skills.			
	6150	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$1,499.00
			Notes: Summer Bridge Breakfast: Parents and students are informed about the grade level expectations for the following school term. Information on how to prevent summer learning slide and additional academic programs are also distributed to families.			
	6150	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$100.00
			Notes: Food for Family STEM Night			
	6150	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$20.77
			Notes: General Office Supplies for Summer Bridge Breakfast			
	6150	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$100.00
			Notes: Food for Summer Bridge Breakfast			
4	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$15,140.16**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$12,600.00
			Notes: EDI - 8 teachers to provide 45, 1 hour sessions plus planning for a total of 56.25 hours @ $28/hour.			
	5900	210-Retirement	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$1,512.00
			Notes: fringe for EDI			
	5900	220-Social Security	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$963.90

			Notes: fringe for EDI			
	5900	290-Other Employee Benefits	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$64.26
			Notes: fringe for EDI			
5	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$22,578.98**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$4,500.00
			Notes: Consultant for Acaletics Training: 3 PD sessions			
	6400	520-Textbooks	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$18,078.98
			Notes: Acaletics Consumable Books and Materials			
6	**III.A.**	**Areas of Focus: Culture & Environment: Discipline**				**$20.56**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		$20.56
			Notes: "General Office Supplies for Home School Communication Night Student Planner Training and Home School Communication (Skyward & Dojo overview) "			
					Total:	**$291,973.53**