Rutledge H. Pearson Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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: D (38%) 2017-18: D (35%) 2016-17: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Duval County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

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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 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	94%

School Grades History

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

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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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 a safe and nurturing learning environment that promotes high level, quality instruction and services that meet
the needs of the whole child in every classroom, every day.

Provide the school's vision statement.

The faculty and staff at Rutledge H. Pearson Elementary School will ensure all students receive data-driven instruction everyday, in every class, and ultimately produce lifelong learners.

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
Davis, Carolyn	Principal	The school principal is responsible for all aspects of the school. This includes instructional leadership, mentoring and preparing teacher leaders, planning and facilitating professional development, conducting teacher observations and evaluations, analyzing data, school safety, managing the budget and finance, and building family-community partnerships.
Bolden, Contrina	Assistant Principal	The assistant principal is responsible for assisting the principal with instructional leadership, planning and facilitating professional development, conducting teacher observations and evaluations, analyzing data, school safety, managing the budget and finance, and building family-community partnerships.
Cooper, Robyn	Assistant Principal	The assistant principal is responsible for assisting the principal with instructional leadership, planning and facilitating professional development, conducting teacher observations and evaluations, analyzing data, school safety, managing the budget and finance, and building family-community partnerships.

Demographic Information

Principal start date
Monday 7/1/2019, Kathleen Adkins

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.*
1

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.*

5

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

191

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

2

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

4

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

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	0	0	0	0	0	0	0	0	0	0	0	0	
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

Tuesday 7/6/2021

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	39	38	41	34	25	40	0	0	0	0	0	0	0	217
Attendance below 90 percent	19	10	9	7	5	10	0	0	0	0	0	0	0	60
One or more suspensions	1	3	1	2	0	12	0	0	0	0	0	0	0	19
Course failure in ELA	1	2	1	1	0	0	0	0	0	0	0	0	0	5
Course failure in Math	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	3	0	14	11	29	0	0	0	0	0	0	0	57

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	2	2	1	0	0	0	0	0	0	0	0	0	6
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	39	38	41	34	25	40	0	0	0	0	0	0	0	217
Attendance below 90 percent	19	10	9	7	5	10	0	0	0	0	0	0	0	60
One or more suspensions	1	3	1	2	0	12	0	0	0	0	0	0	0	19
Course failure in ELA	1	2	1	1	0	0	0	0	0	0	0	0	0	5
Course failure in Math	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	3	0	14	11	29	0	0	0	0	0	0	0	57

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	2	2	1	0	0	0	0	0	0	0	0	0	6
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				24%	50%	57%	23%	50%	56%
ELA Learning Gains				38%	56%	58%	41%	51%	55%
ELA Lowest 25th Percentile				43%	50%	53%	52%	46%	48%
Math Achievement				37%	62%	63%	34%	61%	62%
Math Learning Gains				52%	63%	62%	40%	59%	59%
Math Lowest 25th Percentile				50%	52%	51%	33%	48%	47%
Science Achievement				19%	48%	53%	19%	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	20%	51%	-31%	58%	-38%
Cohort Comparison						
04	2021					
	2019	22%	52%	-30%	58%	-36%
Cohort Comparison		-20%				
05	2021					
	2019	33%	50%	-17%	56%	-23%
Cohort Comparison		-22%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	43%	61%	-18%	62%	-19%
Cohort Comparison						
04	2021					
	2019	40%	64%	-24%	64%	-24%
Cohort Comparison		-43%				
05	2021					
	2019	29%	57%	-28%	60%	-31%
Cohort Comparison		-40%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	21%	49%	-28%	53%	-32%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

In grades K-2, i-Ready Reading and Math was the tool used to monitor student progress.
In grades 3-5, the district's Progress Monitoring Assessment (PMA) was used.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/33%	5/14%	12/33%
	Economically Disadvantaged	12/33%	4/13%	10/33%
	Students With Disabilities	1/20%	0/0%	1/20%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/18%	8/22%	17/47%
	Economically Disadvantaged	6/17%	7/22%	13/43%
	Students With Disabilities	0/0%	1/17%	2/40%
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/13%	11/35%	15/43%
	Economically Disadvantaged	4/13%	10/33%	14/47%
	Students With Disabilities	0/0%	1/20%	1/14%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/3%	3/10%	9/26%
	Economically Disadvantaged	1/3%	3/10%	9/31%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/28%	6/20%	12/36%
	Economically Disadvantaged	8/29%	5/19%	11/39%
	Students With Disabilities	0/0%	0/0	1/20%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/46%	16/52%	20/61%
	Economically Disadvantaged	10/45%	14/52%	16/59%
	Students With Disabilities	1/100%	2/40%	1/20%
	English Language Learners	N/A	N/A	N/A

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/10%	14/47%	23/77%
	Economically Disadvantaged	3/10%	12/44%	22/79%
	Students With Disabilities	1/13%	2/29%	4/57%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/13%	8/27%	20/69%
	Economically Disadvantaged	3/11%	6/21%	18/67%
	Students With Disabilities	0/0%	1/14%	3/43%
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/57%	11/61%	8/42%
	Economically Disadvantaged	12/60%	9/60%	8/53%
	Students With Disabilities	1/25%	1/33%	0/0%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/57%	14/78%	15/79%
	Economically Disadvantaged	11/55%	11/73%	12/80%
	Students With Disabilities	2/50%	2/67%	2/67%
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/86%	14/82%	15/79%
	Economically Disadvantaged	16/84%	11/79%	12/80%
	Students With Disabilities	2/67%	1/50%	2/67%
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	39			44							
BLK	39	61		61	82		82				
FRL	38	56		59	82		81				

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				

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	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	5
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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

Analysis forthcoming

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.

Analysis forthcoming

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

Analysis forthcoming

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our FSA reading data indicates in 2019, only 24% of our students were proficient in reading. However, in 2021, our FSA reading data increased to 40% (16% increase). The ELA learning gains to increased to 62% (24% increase).
Measurable Outcome:	If we implement intentionally focused, research-based instructional plans based on current data points using direct instruction programs, such as Reading Mastery in the primary classrooms and Corrective Reading in intermediate classrooms, the writing curricula: Writing City in grades K-3 and Top Score in grades 4-5, the district's reading curriculum K-5, and Leveled Literacy Instruction (LLI) during small group instruction; then, achievement will improve in ELA by 30% and the ELA Lowest 25th Percentile will increase by 35%.
Monitoring:	Administration (or the reading coach, when hired,) will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups. Administration (or the new reading coach, when hired) will monitor the implementation of all DI programs to include: assessing and grouping students, collecting and reviewing the required documents monthly, analyzing student assessment data, and providing professional development. Administration will monitor the effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments.
Person responsible for monitoring outcome:	Carolyn Davis (davisc@duvalschools.org)
Evidence-based Strategy:	Administration (or the new reading coach, when hired,) will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. Administration (or the new reading coach) will also implement effective common planning and Professional Development sessions that will include differentiated, standards-based and data driven instruction. The Early Release Day Learning Sessions will target specific areas in ELA that need improvement based on data. Our Early Release Day facilitator Dr. Robert Kelly, COO of Read USA, will provide standards-based learning sessions. The primary reading interventionist will help with the implementation of Reading Mastery Series Edition (RMSE) in grades K-2 and our intermediate reading interventionist will help with the implementation of Corrective Reading in grades 3-5. In addition, both reading interventionists will analyze and disaggregate data for students identified as Tier II and III, then work with them in small, intensive groups utilizing LLI and other evidence-based supplementary materials. ESE teachers will help with the implementation of RMSE, Language for Learners (for 3rd grade struggling readers scoring below Corrective Reading), and Corrective Reading. Teachers will create data driven differentiated small groups with appropriate tasks that meet student needs and remediate deficient academic areas. Teachers will embed

strategies to enhance student abilities to complete and comprehend the passages, tasks, questions, and/or activities required.

The Parent Liaison Reflection on Student Learning:
The Parent Liaison will play a vital role in providing support to students and their families. The Parent Liaison is the link to our school and community. The Parent Liaison will assist with making calls to parents to ensure that they are aware of the parent and family engagement events that are taking place in our district and at our school. In collaborating with the leadership team, the Parent Liaison will assist with ensuring that our students are equipped with the supplies and materials needed to successfully complete tasks face to face (or online). The Parent Liaison will assist parents with finding the right materials to use at home to help their child with practicing skills. The Parent Liaison will keep accurate records of the inventory of the materials that are stored in the Parent Resource Room. The Parent Liaison will stay in contact with our students and families. She works closely with parents and offers one on one technical support and guidance when needed.

Fieldtrips and Experimental Learning Experiences:
This year, we have planned experimental learning experiences that will offer our students knowledge-rich curriculum and field experiences that will build the background knowledge and extend classroom learning. We have planned the following fieldtrips: Jacksonville Zoo, Diamond D, Museum of Science and History (MOSH), and Tree Hill Nature Center. These sites offer alternative programs that will allow our school to modify our field experience from off-site to on-site and virtual explorations to further enhance our students' understanding and ability as well as afford them the opportunity to transfer knowledge across different content areas.

Materials/Supplies:
Laptops will be used to extend learning through small group instruction, standards-based remediation, and to assess mastery of standards. Copy paper is needed to produce standards-based practices sheets, small group remediation materials, and to create home school packets.

Student Incentives:
SIP funding will be used to provide incentives for students for meeting and exceeding their academic achievement goals as well as behavior goals.

The rationale for this evidence-based strategy will provide teachers with different strategies to teach reading. In addition, embed the strategies seamlessly in their instruction to provide students with authentic experiences with reading passages that align with the B.E.S.T. Standards K-2 and Florida State Standards 3-5. The following materials will be used to provide Tiered Support Levels:

Rationale for Evidence-based Strategy:

1. i-Ready (K-5)
2. Corrective Reading (3-5)
3. Language for Learning (3)
4. Leveled Literacy Instruction [LLI] (K-5)
5. Success Coach (3-5)
6. Reading Mastery Series Edition [RMSE] (K-2)
7. Achieve 3000 (3-5)
8. Reading A-Z Small Group Reading Books (K-5)
9. City Writing (K-3)
10. Top Score Writing ((4-5)
11. Freckle (4-5)

These resources will close the achievement gap in reading by providing students with the strategies they need to build foundational skills, decode unfamiliar words, and understand word meaning in order to comprehend grade level texts.

Action Steps to Implement

1. The administrative team will closely monitor and analyze data from school-based and district assessments that will be administered for the purpose of determining the academic needs of students and instructional needs of teachers. The administrative team will conduct data chats with teachers to allow them to reflect on their instructional practices and set goals for themselves and their students. The administrative team will conduct regular walk-throughs, provide immediate feedback, and analyze walk-through data for the purpose of providing intentional professional development.

2. The leadership team will monitor the academic growth of students and their mastery of the B.E.S.T Standards K-2 and Florida State Standards (3-5) on school-based and district assessments. The leadership team will also monitor and analyze the assessments that are used in between diagnostic assessments such as weekly lesson checks, module, and Standards Mastery assessments. The leadership team will meet regularly to identify teachers and students who are in need of support based on data and develop a plan of action.

3. Administration (or the new reading coach, when hired) will monitor the academic growth of students and their mastery of standards on school based and district assessments, as well as assessments that are used in between assessments, in order to prescribe remedial and intervention opportunities for students and share best practices with teachers. Administration (or the new reading coach, when hired) will be used to design, monitor, and assess quality instruction to improve the student achievement in all areas. Administration, or the new reading coach, will implement effective common planning and professional development sessions that will include instruction that is differentiated, standards-based, and data-driven. Student progress on the following data points: i-Ready, Achieve 3000, and PMA; will be shared during common planning to promote student achievement and provide tips and strategies for teachers.

4. The classroom teacher will monitor the progress of students on all assessments given. The classroom teacher will conduct data chats with students, assist them with setting academic goals, and revisit academic goals after each assessment. The classroom teacher will use data to make instructional decisions, provide rigorous, standards-based instruction, tier students for differentiated reading grouping and extra support, provide extra support when needed, and keep parents informed about their child's progress.

Person Responsible Carolyn Davis (davisc@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	
Measurable Outcome:	If we implement intentionally focused, strategic instructional plans based on current data points, standards based instruction and utilize Acaletics in all 2-5 grade classrooms with fidelity, our Math Achievement will increase by 35%. In addition, we will implement REFLEX math to help students with their foundational skills.
	The math coach will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups.
Monitoring:	Administration will monitor the effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter.
	The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments.
Person responsible for monitoring outcome:	Carolyn Davis (davisc@duvalschools.org)
	The math coach will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. She will also implement effective Common Planning sessions and Professional development sessions that will include differentiated, standards-based, and data driven instruction. The math coach will oversee and implement Acaletics in grades 2-5, analyze and disaggregate data for students; then work with them in small groups with appropriate tasks that meets student needs and remediate deficient academic areas. Teachers will embed strategies to enhance student abilities to comprehend math vocabulary, tasks, questions, and/or activities required. They will also utilize Success Coach during tier two small group instruction.
Evidence-based Strategy:	The Early Release Day Learning Sessions will target specific areas in math that need improvement based on data. The math coach will provide standards-based math learning on Early Release Days and the district math team will provide support.
	The Parent Liaison Reflection on Student Learning: The Parent Liaison will play a vital role in providing support to students and their families. The Parent Liaison is the link to our school and community. The Parent Liaison will assist with making calls to parents to ensure that they are aware of the parent and family engagement events that are taking place in our district and at our school. In collaborating with the leadership team, the Parent Liaison will assist with ensuring that our students are equipped with the supplies and materials needed to successfully complete tasks face to face (or online). The Parent Liaison will assist parents with finding the right materials to use at home to help their child with practicing skills. The Parent Liaison will keep accurate records of the inventory of the materials that are stored in the Parent Resource Room. The Parent Liaison will stay in contact with our students and families. She works closely with

parents and offers one on one technical support and guidance when needed.

Fieldtrips and Experimental Learning Experiences:
This year, we have planned experimental learning experiences that will offer our students knowledge-rich curriculum and field experiences that will build the background knowledge and extend classroom learning. We have planned the following fieldtrips: Jacksonville Zoo, Diamond D, Museum of Science and History (MOSH), and Tree Hill Nature Center. These sites offer alternative programs that will allow our school to modify our field experience from off-site to on-site and virtual explorations to further enhance our students' understanding and ability as well as afford them the opportunity to transfer knowledge across different content areas.

Materials/Supplies:
Laptops will be used to extend learning through small group instruction, standards-based remediation, and to assess mastery of standards. Copy paper is needed to produce standards-based practices sheets, small group remediation materials, and to create home school packets.

Student Incentives:
SIP funding will be used to provide incentives for students for meeting and exceeding their academic achievement goal as well as behavior goals.

We will use Title 1 funds to enhance and support standards-based math instruction. The math coach will oversee the implementation of standards-based instruction and the implementation of our new Acaletics program in grade 2-5. In addition, the math coach will provide common planning for teachers, to develop their skill set to deliver quality, standards-based instruction to ALL leveled learners. Tutoring will be offered during the school day and/or after school to assist with small group differentiated instruction.

Rationale for Evidence-based Strategy:

We will implement Acaletics, strategically placing students in leveled groups to receive instruction at least 30 minutes on a daily basis from instructors. The math coach will monitor all components of the math workshop, ensuring instruction is aligned to standards and teachers are implementing all phases with fidelity. She will provide classroom support and embed Professional Development into common planning, to develop lessons that are aligned to ALDs, which will improve student achievement. The following resources will be used:

1. Acaletics, supplementary to CORE
2. Math Coach
3. Tutoring
4. i-Ready
5. REFLEX Math
6. Success Coach

Action Steps to Implement

1. The administrative team will closely monitor and analyze math data from school-based and district assessments that will be administered for the purpose of determining the academic needs of students and instructional needs of teachers. The administrative team will conduct data chats and data review with teachers to target the mastery of students and areas of deficiency. The administrative team will conduct regular walk-throughs, provide immediate feedback, and analyze walk-through data for the purpose of providing professional development.

2. The leadership team will monitor the academic growth of students and their mastery of standards on

school-based and district assessments. The leadership team will also monitor and analyze the assessments that are used in between diagnostic assessments such as weekly lesson checks, Acaletics and Module assessments. The leadership team will meet regularly to identify teachers and students who are in need of support in math based on data and develop a plan of action.

3. The math coach will monitor the academic growth of students and their mastery of standards on school-based and district assessments, as well as assessments that are used in between diagnostic assessments such as, exit tickets, weekly lesson checks, Acaletics and Module assessments, in order to prescribe remedial and intervention opportunities for students and share best practice to teachers. The math coach will implement effective Common Planning sessions and Professional Development sessions that will offer teachers strategies to help improve their implementation of differentiated instruction, standards-based instruction, and data driven instruction. During common planning, the math coach will share student progress on i-Ready, Acaletics, and PMAs and provide tips and strategies to teachers that will promote student improvement. The administrative team with the math coach will oversee the implementation of Acaletics in grade 2-5, analyze and disaggregate data for teachers, and work with them to adjust their instruction based on data.

The classroom teacher will monitor the progress of students on i-Ready, PMAs and assessments that are used in between diagnostic assessments such as, exit tickets, weekly lesson checks, Acaletics and Module assessments. the classroom teacher will use math data to make instructional decisions, provide rigorous, standards-based instruction, offer extra support when needed, and keep parents informed about their child's progress. The classroom teacher will provide differentiated small groups with appropriated tasks that meets student needs and remediate deficient academic areas using evidence-based supplementary materials. The classroom teacher will embed strategies to enhance student abilities to comprehend math vocabulary, tasks, questions, and/or activities required. The classroom teacher will conduct data chats with students, assist them with setting academic goals, and revisit academic goals after each assessment.

Person Responsible Carolyn Davis (davisc@duvalschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	

Measurable Outcome:	Our goal is to improve proficiency in our African American, Students with Disabilities, and Economically Disadvantaged Students by 10% or to at least meet the federal index of 41%.
Monitoring:	Instructional coaches will provide professional development (during common planning and content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups. Instructional coaches will monitor the implementation of all DI programs to include: assessing and grouping students, collecting and reviewing the required documents monthly, analyzing student assessment data, and providing professional development. Administration will monitor effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments.
Person responsible for monitoring outcome:	Carolyn Davis (davisc@duvalschools.org)
Evidence-based Strategy:	Through the multi-tiered system of of supports for Students with Disabilities, African American, and Economically Disadvantaged groups, we will focus on the following Tier 1 strategies for academic, behavior, and socio-emotional interventions: Academic Interventions: 1. Rigorous Standards-Based Instruction 2. After-School, Before-School Tutoring using research-based materials 3. Acaletics for Math and Science Interventions 4. Leveled Literacy Instruction (LLI) for Reading Interventions 5. Study Island for Math, Science, Social Studies, and Reading Interventions 6. Reflex Math for Fluency 7. Penda for Science 8. Standards-Based and Aligned teacher assessments and activities 9. District Assessments to monitor standards mastery Behavior Interventions: 1. PBIS 2. CHAMPS Social-Emotional Interventions: 1. School-Based Social Services 2. Wellness Wednesday 3. Calm Classroom 4. Sanford Harmony 5. Classroom Guidance The Parent Liaison Reflection on Student Learning:

The Parent Liaison will play a vital role in providing support to students and their families. The Parent Liaison is the link to our school and community. The Parent Liaison will assist with making calls to parents to ensure that they are aware of the parent and family engagement events that are taking place in our district and at our school. In collaborating with the leadership team, the Parent Liaison will assist with ensuring that our students are equipped with the supplies and materials needed to successfully complete tasks face to face (or online). The Parent Liaison will assist parents with finding the right materials to use at home to help their child with practicing skills. The Parent Liaison will keep accurate records of the inventory of the materials that are stored in the Parent Resource Room. The Parent Liaison will stay in contact with our students and families. She works closely with parents and offers one on one technical support and guidance when needed.

Fieldtrips and Experimental Learning Experiences:
This year, we have planned experimental learning experiences that will offer our students knowledge-rich curriculum and field experiences that will build the background knowledge and extend classroom learning. We have planned the following fieldtrips: Jacksonville Zoo, Diamond D, Museum of Science and History (MOSH), and Tree Hill Nature Center. These sites offer alternative programs that will allow our school to modify our field experience from off-site to on-site and virtual explorations to further enhance our students' understanding and ability as well as afford them the opportunity to transfer knowledge across different content areas.

Materials/Supplies:
Laptops will be used to extend learning through small group instruction, standards-based remediation, and to assess mastery of standards. Copy paper is needed to produce standards-based practices sheets, small group remediation materials, and to create home school packets.

Student Incentives:
SIP funding will be used to provide incentives for students for meeting and exceeding their academic achievement goals as well as behavior goals.

Rationale for Evidence-based Strategy:	The resources selected are all researched-based strategies to increase student achievement. Strategies will be implemented with fidelity in order to increase school proficiency.

Action Steps to Implement

We will be following these steps to ensure all students receive the support they need:
1. Identify students who are part of the SWD category.
2. Train staff on Multi-Tiered Systems of Support.
3. Develop systems to improve day to day systems with teacher input.
4. Evaluate the progress to determine if there needs to be changes.
5. Re-evaluate IEPs and dive deeper into understanding all of the goals.
6. Align standards to mastery of goals.
7. Monitor IEP goals and make modifications when needed.

Person Responsible	Carolyn Davis (davisc@duvalschools.org)

1. The administrative team will closely monitor and analyze data from school-based and district assessments for the purpose of determining the academic needs of Students with Disabilities, African American and Economically Disabilities, African American and Economically Disadvantaged (ESSA subgroups) and instructional needs of the teachers. The administrative team will conduct regular walk-

throughs, provide immediate feedback, and analyze walk-through data for the purpose of providing professional development. The administrative team will conduct data chats with teachers to allow them to reflect on their instructional practices and set goals for themselves and their students. The administrative team will closely monitor and analyze discipline and attendance data to ensure the plans for behavior and social-emotional interventions and support are implemented effectively. The administrative team will closely monitor the implementation of behavior and social-emotional interventions, such as, PBIS, Champs, Calm Classroom, Sanford Harmony, Wellness Wednesday, School-Based Social Services, and Classroom Guidance.

2. The leadership team will monitor the academic growth of ESSA subgroups and their mastery of standards on school-based and district assessments. Likewise, the leadership team will monitor assessments that are used in between diagnostic assessments such as, exit tickets, weekly lesson checks module and Standards Mastery assessments. The leadership team will meet regularly to identify teachers and ESSA subgroups who are in need of support based on data and develop a plan of action. The leadership team will engage faculty and staff in efforts to close learning performance gaps among the ESSA groups within the school by providing professional development and instructional support. The leadership team will monitor and analyze discipline and attendance data for the purpose of ensuring the behavior and social-emotional intervention plans are designed and implemented with fidelity.

3. Instructional coaches will monitor the academic growth of ESSA subgroups and their mastery of standards on school-based and district assessments that are used in between diagnostic assessments such as, exit tickets, weekly lesson checks, module and Standards Mastery assessments, in order to prescribe remedial and intervention opportunities for ESSA subgroups and share best practices to teachers. In addition, instructional coaches will monitor student progress on supplemental programs such as, Reading Mastery, Corrective Reading, LLI, Reflex Math, Freckles, Penda, and Acaletics. Instructional coaches will be used to design, monitor and assess quality instruction as to improve overall student achievement in all areas. Instructional coaches will implement effective common planning and professional development sessions that will include developing differentiated, standards-based, and data-driven instruction, sharing the progress of ESSA groups on district and state assessments, and providing tips and strategies to teachers that will promote student improvement.

4. The classroom teacher will monitor the progress of students in ESSA groups on district, school-based, and state assessments. The classroom teacher will conduct data chats with students in ESSA subgroups, assist them with setting academic goals, and revisiting their academic goals after each assessment. The classroom teacher will use data to make instructional decisions, provide rigorous, standards-based instructions, tier students in ESSA subgroups for differentiated reading and math grouping and extra support, and keep parents informed about their child's progress. The classroom teacher will keep accurate records and anecdotal notes about the academic and behavior progress of students in ESSA groups and make referrals for MTSS, when needed. The classroom teacher will implement Champs, PBIS school-wide behavior plan, Calm Classroom and Wellness Wednesday with fidelity.

Person Responsible Carolyn Davis (davisc@duvalschools.org)

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Rationale: Areas of Focus on the Standards Walk-Through Tool (SWT): I. Standards Focus Board- [3.0/5.0] 60% (Posted for Compliance 92%, Guiding Teaching: Teacher Use 65%, and Guides Learning: Student Use 42%) 2. Instructional Delivery- [3.9/5.0] 78% (Instruction Matches Focus Board 76%, Aligned Materials 79%, and Student Task Alignment 38%) 3. Assessing Student Learning- [2.3/5.0] 46% (Determines Mastery 62%, Learning Arc Alignment 82%, and FSA Alignment 54%) Rating on the SBI Continuum: Rutledge H. Pearson Elementary falls within the second stage of the SBI Continuum. As we build our leadership team, we will review stage 1 of the SBI Continuum. We are in the process of solidifying our literacy leadership team. We have hired a new reading interventionist and we are in the process of hiring a reading coach.
Measurable Outcome:	100% of our current content teachers will show progression on standards-based instructional planning procedures and implementation.
Monitoring:	The leadership team will conduct instructional rounds to calibrate with our leadership team quarterly. Collaborative Planning with the leadership team will review and analyze walk through data weekly. Standards-based Planning with administration and instructional coaches will occur weekly. The leadership team will conduct ongoing data reviews and monitoring the alignment of SWT observations and student assessments. The administrative team will conduct classroom observations daily.
Person responsible for monitoring outcome:	Carolyn Davis (davisc@duvalschools.org)
Evidence-based Strategy:	Ensure students are exposed to standards aligned instruction, tasks, and assessments. Provide immediate feedback, PD, and support to teachers using data from the Standards Walk-Through Tool.
Rationale for Evidence-based Strategy:	As expressed in the Opportunity Myth, schools need to provide students with standards-aligned instruction to ensure they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

Provide professional development to members of the leadership team and teachers to better the understanding of the alignment between the SIP and the standards-based instructional plan. We will review segments of the alignment between the SIP and the SBI plan throughout the year as needed.

Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Calibrated Administration: The leadership team will conduct instructional rounds to ensure a shared vision, and expectations of standards-based instruction are established throughout the school quarterly.

Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Collaborative Planning: The leadership team will review and analyze walk through data to determine PD needs, support, and next steps weekly.

Person Responsible	Robyn Cooper (cooperr@duvalschools.org)

Standards-Based Planning: Administration and Instructional Coaches will support content teams in PLC's with planning data-driven standards-based instruction with aligned tasks and assessments weekly.

Person Responsible	Contrina Bolden (woodsc@duvalschools.org)

Data Review: The leadership team will conduct ongoing data reviews, monitoring the alignment of observations from the SWT Dashboard and student assessments in order to stay current of student needs and to appropriately plan for the next instructional steps.

Person Responsible	Carolyn Davis (davisc@duvalschools.org)

Aligned Observations: The administrative team will conduct classroom observations daily to ensure instruction, tasks, and assessments are aligned to grade-level standards during instruction.

Person Responsible	Carolyn Davis (davisc@duvalschools.org)

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.

Primary Area of Concern: Very High
2019-2020 Suspension Ranking: Rutledge H. Pearson Elementary suspensions compared to the state: #1,118/1,395 and County Rank: #73/126. Rutledge H. Pearson Elementary' s suspensions per 100 Students: 7.5. Total Reported Suspensions: 18 Out of School (0 In School). Average suspension rate statewide: 3.9. However, out of school suspensions have improved from previous year's suspension rates: 43 in 2016-2017 and 27 in 2017-2018.

Secondary Area of Concern: High
2019-2020 School Incident Ranking: Rutledge H. Pearson Elementary ranked #993 out of 1,395 elementary schools statewide. County Rank: #58/97 (Total incidents per 100 students: 0.8333- Total incidents: 2) When compared to all elementary schools statewide, it falls into the high category. This is less than the Statewide elementary school rate of 1.0 incidents per 100 students.

We will closely monitor discipline (attendance and referrals) data, analyze, and review during leadership team meetings as well as monthly faculty meetings. Students in need of additional behavior support will be referred to our MTSS team and guidance counselor for guidance services. We will continue to encourage students to show improvement by providing incentives for students in accordance to our school-wide effort celebration for showing effort behaviorally and academically.

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.

In order to build a positive school culture and environment that encompass increasing parent and family involvement, Rutledge H. Pearson has developed a Parent and Family Engagement Plan, which includes various activities and events throughout the year to empower parents to support their children in the home setting. We are continuously working toward building connections between school and home, as described in the PFEP, by providing activities and events that will help our parents and families gain knowledge about what their child is learning in school and provide strategies to help them at home, as well as learn new parenting tips and resources. The main purpose of these activities and events is to keep our parents well informed about their child's academic growth and development as well as the overall progress of our school. We have also developed activities with our Faith-Based Partnerships to connect our school with community stakeholders. The school's partnerships are focused on developing positive and proactive relationships with teachers, staff, parents, and administrators. Through the availability of family services and resources, the needs of the families are usually specific in nature, such as counseling services, food and clothing needs and gifts for the holidays. We diligently seek support services in our community, so that the parents are aware of services that are easily accessible to them. Community partners are actively involved in the school's improvement plan development and implementation. To increase the home-school connection, we use the following methods of communication to share information about school and/or district news, upcoming events/activities, school safety, and the like: Class Dojo, parent links, school newsletter, and phone calls.

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

Stakeholders and Their Roles in Promoting a Positive Culture and Environment at the School:

1. Partnerships: Ebenezer Missionary Baptist Church supplies incentives during testing and supports primary classrooms with volunteers. Publix Supermarket donates treats/snacks toward teacher incentives.

2. Parents/Community Members: We have a faithful group of parents and community members who actively participates during SCA/PTO meetings. They assist with spreading the word to get the community involved with school-related events and activities. They support administration and lend a helping hand, when needed

3. Teachers: Teachers are active participants SCA/PTO. They set high expectations for themselves and our students. They assist us with partnering with families and the community.

4. Students: Our students play a very important role in promoting a positive culture and environment. Student groups, such as safety patrol, assist with modeling and promoting a positive culture. Our safety patrols take pride in ensuring that they are on post and assisting their fellow classmates with following school rules. The student government takes pride in being the voice for the student group and sharing their ideas about with the leadership team. They take part in sharing important school-related information to their peers and the community.

5. Boys and Girls Club of NEFL Afterschool Program: The Boys and Girls Club collaborates with school leadership to ensure our students are provided with a well-rounded educational experience during and after school. The director of the Boys and Girls afterschool program meets with the leadership team monthly to plan and coordinate afterschool activities, the academic hour, and incentives for students showing improvement academically and behaviorally. Additionally, the director of the Boys and Girls Club is a active participant in the School Advisory Committee and attends the monthly meetings.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$2,310.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		$2,310.00
			Notes: Success Coach Classroom Sets w/ Practice Test Grade 3,4,5 2 qty sets for each Grade plus shipping			
2	III.A.	**Areas of Focus: Instructional Practice: Math**				**$0.00**
3	III.A.	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$70,390.57**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0951 - Rutledge H. Pearson Elementary School	UniSIG	2.0	$27,214.87
			Notes: 2 General Education Paraprofessionals - This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. $8.87 - $9.65 / Per Hour; Kind of Work + benefits @ 17.06%. The Instructional, Paraprofessional (Regular Needs) is assigned for 100% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. This position will be funded by UniSIG (100%). This line was approved last year using UniSIG funds.			
	5100	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		$2,944.65
			Notes: General Education Paraprofessionals Retirement at 10.82%			
	5100	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		$2,081.94
			Notes: General Education Paraprofessionals Social Security/Medicare at 7.65%			

	5100	231-Health and Hospitalization	0951 - Rutledge H. Pearson Elementary School	UniSIG		$12,344.66
		Notes: General Education Paraprofessionals Group Health at 45.36%				
	5100	232-Life Insurance	0951 - Rutledge H. Pearson Elementary School	UniSIG		$16.33
		Notes: General Education Paraprofessionals Group Life at 0.06%				
	5100	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		$449.05
		Notes: General Education Paraprofessionals Workers Comp at 1.65%				
	5100	290-Other Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		$381.01
		Notes: General Education Paraprofessionals Flex Benefits at 1.40%				
	5100	644-Computer Hardware Non-Capitalized	0951 - Rutledge H. Pearson Elementary School	UniSIG		$9,135.00
		Notes: 15 qty Student Laptop Standard 11e Touch 5th USB-CI: This line items is needed to support students with interventions when engaging on blended learning programs.				
	5100	330-Travel	0951 - Rutledge H. Pearson Elementary School	UniSIG		$1,440.00
		Notes: Diamond D Ranch 120 students K-2 Grade $12 per student. This line item will allow primary students to engage in science standards (Life Science) and journal their learning experience.				
	5100	390-Other Purchased Services	0951 - Rutledge H. Pearson Elementary School	UniSIG		$401.70
		Notes: Field Trip Bus 3 qty for grades K-2 to attend Diamond D Ranch (local).				
	6100	160-Other Support Personnel	0951 - Rutledge H. Pearson Elementary School	UniSIG	0.68	$7,986.00
		Notes: Parent Liaison				
	6100	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		$864.15
		Notes: Parent Liaison Retirement Benefits 10.82%				
	6100	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		$610.97
		Notes: Parent Liaison Social Security Benefits 7.65%				
	6100	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		$131.78
		Notes: Parent Liaison Workers Compensation Benefits 1.65%				
	5100	622-Audio Visual Materials Non-Capitalized	0951 - Rutledge H. Pearson Elementary School	UniSIG		$780.79
		Notes: Listening Centers for K-2 students $259.93 X 3 ($1.00 in possible shipping)				
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		$1,717.03
		Notes: Supplemental Materials (Drops in the Bucket) - To support K-5 grade levels with writing and editing skills needed to master ELA standards.				
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		$1,890.64

			Notes: Supplemental Materials: Center books for K-2 classrooms for students to utilize during center rotation. More text in hands for our primary students.			
4	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$15,064.30**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	0951 - Rutledge H. Pearson Elementary School	UniSIG		$11,208.00
			Notes: Tutoring, 8 teachers 467 total hours @ $24 per hour: The line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - February 22th (before school, after school, or Saturday school).			
	5900	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		$1,213.00
			Notes: Tutoring Retirement Benefits 10.82%			
	5900	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		$857.41
			Notes: Tutoring Social Security Benefits 7.65%			
	5900	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		$184.93
			Notes: Tutoring Workers Compensation Benefits 1.65%			
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		$1,600.96
			Notes: Supplies, folder holders, pens, pencils, markers, bins, sharpies, primary journals			
					Total:	**$92,506.25**