

Pinellas County Schools

Marjorie Kinnan Rawlings Elem



2022-23 Schoolwide Improvement Plan

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Marjorie Kinnan Rawlings Elem

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<http://www.rawlings-es.pinellas.k12.fl.us>

Demographics

Principal: Tammy Keiper

Start Date for this Principal: 7/1/2022

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: C (50%) 2018-19: C (46%) 2017-18: C (46%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TSI |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 61% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C | | C | C |

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate and prepare each and every student for college, career and life.

Provide the school's vision statement.

Aligned to the Pinellas County Schools District Vision of 100% Student Success, MK Rawlings Elementary's vision is Always Expect the Best- 100% Student Success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|---------------------------------|
| Keiper, Tammy | Principal | |
| Heuman, Angela | Assistant Principal | |
| Oester , Jacqueline | Instructional Coach | |

Demographic Information

Principal start date

Friday 7/1/2022, Tammy Keiper

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

475

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 43 | 61 | 83 | 78 | 67 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 413 |
| Attendance below 90 percent | 1 | 23 | 26 | 25 | 22 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 118 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 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 | |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 1 | 2 | 0 | 6 | 18 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 3 | 0 | 2 | 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 | |

Date this data was collected or last updated

Thursday 6/16/2022

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 | 37 | 80 | 72 | 69 | 83 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 415 |
| Attendance below 90 percent | 0 | 24 | 22 | 20 | 19 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 |
| 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 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 | 10 | 17 | 16 | 16 | 14 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

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

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 | 37 | 80 | 72 | 69 | 83 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 415 |
| Attendance below 90 percent | 0 | 24 | 22 | 20 | 19 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 |
| 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 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 | 10 | 17 | 16 | 16 | 14 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 1 | 1 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

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

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 38% | 55% | 56% | | | | 43% | 54% | 57% |
| ELA Learning Gains | 56% | | | | | | 52% | 59% | 58% |
| ELA Lowest 25th Percentile | 54% | | | | | | 39% | 54% | 53% |
| Math Achievement | 49% | 51% | 50% | | | | 54% | 61% | 63% |
| Math Learning Gains | 56% | | | | | | 54% | 61% | 62% |
| Math Lowest 25th Percentile | 56% | | | | | | 35% | 48% | 51% |
| Science Achievement | 40% | 62% | 59% | | | | 43% | 53% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 39% | 56% | -17% | 58% | -19% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 49% | 56% | -7% | 58% | -9% |
| Cohort Comparison | | -39% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 34% | 54% | -20% | 56% | -22% |
| Cohort Comparison | | -49% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 50% | 62% | -12% | 62% | -12% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 58% | 64% | -6% | 64% | -6% |
| Cohort Comparison | | -50% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 47% | 60% | -13% | 60% | -13% |
| Cohort Comparison | | -58% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 44% | 54% | -10% | 53% | -9% |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 12 | 42 | | 20 | 30 | | | | | | |
| ELL | 39 | 50 | | 48 | 44 | | | | | | |
| ASN | 50 | 81 | | 77 | 65 | | | | | | |
| BLK | 14 | 42 | 60 | 21 | 45 | 62 | 17 | | | | |
| HSP | 46 | 42 | | 53 | 54 | | 33 | | | | |
| MUL | 25 | | | 50 | | | | | | | |
| WHT | 45 | 62 | 56 | 52 | 59 | 47 | 46 | | | | |
| FRL | 34 | 49 | 50 | 43 | 55 | 57 | 35 | | | | |

| 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 | 7 | 25 | | 29 | 23 | | 29 | | | | |
| ELL | 20 | 47 | | 47 | 60 | | 50 | | | | |
| ASN | 45 | 60 | | 70 | 87 | | 76 | | | | |
| BLK | 24 | 41 | | 35 | 35 | | 24 | | | | |
| HSP | 40 | 27 | | 48 | 27 | | 33 | | | | |
| MUL | 46 | | | 38 | | | | | | | |
| WHT | 44 | 53 | | 53 | 46 | | 58 | | | | |
| FRL | 35 | 39 | 57 | 45 | 45 | 33 | 42 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 28 | 38 | 25 | 22 | 41 | 36 | 20 | | | | |
| ELL | 38 | 56 | | 55 | 67 | | 60 | | | | |
| ASN | 58 | 63 | | 86 | 80 | | 73 | | | | |
| BLK | 18 | 36 | 28 | 25 | 21 | 16 | 6 | | | | |
| HSP | 38 | 49 | | 45 | 58 | | 31 | | | | |
| MUL | 47 | 50 | | 53 | 57 | | | | | | |
| WHT | 51 | 56 | 46 | 59 | 55 | 45 | 50 | | | | |
| FRL | 35 | 47 | 39 | 42 | 45 | 35 | 34 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | TSI |
| OVERALL Federal Index – All Students | 51 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 59 |
| Total Points Earned for the Federal Index | 408 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 26 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 3 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 48 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 67 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 37 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 47 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 38 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 52 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 48 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

Since 2019, there has been a decrease (-5% across 3 years/-2% over 1 year) in ELA proficiency in grades 3-5.

Since 2019, there has been an increase in learning gains (+4% across 3 years/+8% over 1 year) in ELA in grades 4-5.

Since 2019, there has been an increase in learning gains (+14% across 3 years/-4% over 1 year) in ELA for the L25 subgroup in grades 4-5.

Since 2019, there has been a decrease (-6% over 3 years/-2% over 1 year) in Math proficiency in grades 3-5.

Since 2019, there has been an increase in learning gains (+3% over 3 years/+7% over 1 year) in Math in grades 4-5.

Since 2019, there has been an increase in learning gains (+25% over 3 years/+29% over 1 year) in Math for the L25 subgroup in grades 4-5.

Since 2019, there has been a decrease (-5% over 3 years, -12% over 1 year) in Science in grade 5.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest area of need is ELA proficiency in all grade levels.

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

Staff changes occurred during the year that may have impacted the core instruction students were receiving.

Focus on new BEST standards an alignment within every lesson and task will be needed to show improvement this year. We will also be creating a school-wide focus on writing across all content areas with a progression of learning chart to ensure appropriate teaching and learning occurs from PK through 5th grade.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Growth for students identified in the L25 subgroups in both ELA and Math made the most significant gains in data.

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

Identifying students to invite to before school, during lunch and after school ELA programs that targeted areas of need.

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

Continue focus on identified students for extended learning times that provide instruction that is tailored to the standards in which each individual student needs to show growth. Increase of writing across all content areas with a progression of learning from PK through grade 5.

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.

Instructional Coach will be imbedded in 3-5 classrooms to monitor/coach for standards alignment and instructional strategies.

PD on Equipped for Reading Success.

Weekly PLCs will be data driven and student work analyzed for next steps.

Writing will be a school-wide focus and we will provide monthly PD including grade level articulation.

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

Celebrations will be increased to keep school-wide focus on growth of each student. Data will be shared transparently. All staff and students will own the school data.

Teachers will utilize standards tracking within each daily lesson to determine next steps for their class and individual students. Students will be identified for extended learning opportunities based on standards tracking.

Students will self-monitor their data and collect evidence of mastery and/or growth. They will be aware of areas they need to grow in and will take part in extended learning opportunities.

Project 23 teachers will focus on foundational skills in primary grades to help increase the proficiency in grades K-3.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order to improve our student achievement data in ELA, Math and Science, we need to focus on aligning instructional practices with standards-based lesson, tasks, progress monitoring and celebrations.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

100% of students will make at least one year's growth from Fall to Spring assessments in ELA.

100% of students will make at least one year's growth from Fall to Spring assessments in Math.

At least 60% of students will score at proficiency or above based on the Spring 2023 assessments in ELA.

At least 60% of students will score at proficiency or above based on the Spring 2023 assessment in Math.

At least 60% of students will score at proficiency or above based on the Spring 2023 assessment in Science.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring of progress will start at the student level, followed by teacher, coaches and administration. Data will be reviewed weekly. Monthly and quarterly celebrations will be in place. Based on data and observation, instructional practices will be monitored and coaching support provided as needed.

Person responsible for monitoring outcome:

Tammy Keiper (keipert@pcsb.org)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students need to be aware of their data and growth towards BEST standards. Students will take ownership of their learning and be celebrated for their growth along the way to motivate and continue to hold high expectations for all students. Over the past few years, there has been minimal celebrations and there is a need to increase acknowledgement of student learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success.

Person Responsible

Tammy Keiper (keipert@pcsb.org)

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible Angela Heuman (heumana@pcsb.org)

Employ instructional practices to motivate and deepen student engagement including, but not limited to; positive expectations for success; meaningful tasks related to student interests and cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Responsible Tammy Keiper (keipert@pcsb.org)

Increase opportunities to celebrate student writing through participation in community writing competitions.

Person Responsible Tammy Keiper (keipert@pcsb.org)

Instructional staff will provide immediate and actionable feedback to students during lessons that support their growth towards mastery of standard.

Person Responsible Tammy Keiper (keipert@pcsb.org)

#2. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2022 assessment results, 37% of black students scored at or above proficiency in ELA and Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 60% of black students will score at proficiency or above on the Springs 2023 assessment in ELA, Math and Science.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Black students will be monitored throughout the school year by their classroom teacher, MTSS coach and administrators at PLCs.

Person responsible for monitoring outcome:

Tammy Keiper (keipert@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Develop a professional learning plan that results in improved practice and better student outcomes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increasing PD that support growth of all students that is teacher and student-focused, instructionally relevant and actionable will increase student achievement of black students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including strengthening a culture of high expectations for all.

Person Responsible

Tammy Keiper (keipert@pcsb.org)

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible

Jacqueline Oester (oesterj@pcsb.org)

#3. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2022 assessment results, 38% of multiracial students scored at or above proficiency in ELA and Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 60% of multiracial students will score at proficiency or above on the Springs 2023 assessment in ELA, Math and Science.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Multiracial students will be monitored throughout the school year by their classroom teacher, MTSS coach and administrators at PLCs.

Person responsible for monitoring outcome:

Angela Heuman (heumana@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Develop a professional learning plan that results in improved practice and better student outcomes.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increasing PD that support growth of all students that is teacher and student-focused, instructionally relevant and actionable will increase student achievement of multiracial students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including strengthening a culture of high expectations for all.

Person Responsible

Tammy Keiper (keipert@pcsb.org)

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible

Jacqueline Oester (oesterj@pcsb.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 Spring data shows 26% of students with disabilities were proficient on the Spring FSA.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 60% of students with disabilities will be at proficiency or above on the Spring 2023 ELA, Math and Science assessments

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Students with disabilities will be monitored for growth throughout the school year in all subject areas by their classroom teacher, ESE teacher and district ISD.

Person responsible for monitoring outcome:

Tammy Keiper (keipert@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Instruction of students with disabilities in the least restricted environment will increase engagement in rigorous, grade-level content.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Through strategic scheduling of support, students with disabilities will be able to more effectively engage in rigorous grade-level content and increase achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School schedule and servicing plan will focus on a clustering process to meet the needs of students through collaboration with service providers.

Person Responsible

Tammy Keiper (keipert@pcsb.org)

Teachers engage in PD of best practices for ESE students including collaborative teaching.

Person Responsible

Angela Heuman (heumana@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to researched-based principles.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to researched-based principles for grades 3-5. Based on Spring 2022 ELA data, 28% of third grade students, 46% of fourth grade students and 39% of fifth grade students scored at or above proficiency.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

At east 60% of students in grades K-2 will be on track to pass the ELA FAST by Spring 2023.

Grades 3-5: Measureable Outcome(s)

At least 60% of third grade students will score at proficiency or above based on the ELA Spring 2023 assessment.

At least 60% of of fourth grade students will score at proficiency or above based on the ELA Spring 2023 assessment.

At least 60% of fifth grade students will score at proficiency or above based on the ELA Spring 2023 assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring of progress will start at the student level, followed by teacher, coaches and administration. Data will be reviewed weekly. Monthly and quarterly celebrations will be in place. Based on data and observation, instructional practices will be monitored and coaching support provided as needed.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Keiper, Tammy, keipert@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data chats of school-wide, district and state assessments will occur in a timely manner.

Data-driven decisions will be made based on data chats and PLCs looking at student work.

Professional Development related to BEST standards and ELA best practices will be included on our school PD plan.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on MAP and FSA data there is a majority of students in K-5 that are not proficient in ELA. These practices are research based and proven to increase proficiency.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|--|-------------------------------------|
| Implement a plan for identifying students not meeting benchmarks in early grades, including targeted instruction and frequent progress monitoring in reading and writing. | Heuman, Angela, heumana@pcsb.org |
| Implement the instructional materials, understanding how the materials connect to evidence-based practices and BEST standards. | Heuman, Angela, heumana@pcsb.org |
| Use administrator walk through tools to provide on-going feedback to teachers and communicate and celebrate evidence-based practices that are impacting student achievement. | Keiper, Tammy, keipert@pcsb.org |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Rawlings incorporates Positive Behavioral Intervention Systems, Restorative Practices, Equity Best Practices, and Social Emotional Learning into our daily way of work. We will include celebrating the use of organizational systems and tools as part of our school-wide PBIS system. This year, we are developing and implementing a new school-wide guidelines for success and PBIS system during the 22-23 school year. They will be introduced and explicitly taught to students during the first week of school and refreshers are provided on an as-needed basis. They are stated together on morning announcements each day. Families and Community Members are taught the Guidelines during Back to School Night and the first SAC and PTA Meetings for the year. The Guidelines are also posted on the school website, in all classrooms, and across the campus. Staff members are reminded of the Guidelines and provided with lesson plans during pre-school each year and are provided with reminders from administration throughout the year to keep them at the forefront of culture and climate discussions and instruction. We will have reminder signage throughout

the school and teachers will respectfully remind students of these appropriate actions, describing what the action looks and sounds like. Student misbehavior is addressed using equitable and restorative practices. If students have additional needs their teacher submits a Support Request for support to the MTSS Team. The Student Service Team will provide tier 2/tier 3 interventions to help them be successful.

We believe in transparency and doing our best to communicate to all stakeholders. We provide a variety of communication styles: agenda planners, monthly newsletters, Class Dojo, school website, in person meetings, emails, school messenger, parent conferences and Facebook. To ensure parents have current and relevant information and knowledge of the curriculum we provide training workshops in all content areas. We have regularly scheduled SAC/PTA meetings to share information and gain input.

Administration works to sustain a positive collaborative culture within the staff community by scheduling and attending weekly PLCs to discuss content, analyze data, goal-set and provide professional development. Administration also continues to sustain a strong and positive staff moral by providing monthly staff celebrations, acknowledging a job well done, going above and beyond and promoting teacher leaders.

We work with the community to transition our VPK students to Kindergarten and our Fifth graders to Middle school. We hold a parent workshop to share the Kindergarten curriculum and a day in the life of a Kindergartner at Rawlings. We also schedule middle school articulation assemblies for Fifth graders with our feeder school counselors.

We continue to promote volunteer and mentoring opportunities and experiences: parents, grandparents, former teachers, former students (attending PPMS) and mentors.

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

Tammy Keiper, Principal- leader in promoting a positive culture with staff, families, students and community members

Angela Heuman, Assistant Principal-leader in promoting a positive culture with staff, families, students and community members

Jacqui Oester, MTSS Coach-promoting a positive culture with staff, families, students and community members

Lori Ann Dipenta- Family Community Liaison- promotes positive culture securing mentors, volunteers and community members to support the school

Families- support our scholars making sure their child is at school each day ready to learn, and participating in family events.

Business partners- provide mentors and supplies for our scholars and staff to be successful in teaching and learning