

Alachua County Public Schools

Marjorie Kinnan Rawlings Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST, Gainesville, FL 32609

<https://www.sbac.edu/rawlings>

Demographics

Principal: Stella Arduser

Start Date for this Principal: 11/7/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 1-5
Primary Service Type (per MSID File)	K-12 General Education
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* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (34%) 2018-19: C (48%) 2017-18: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST, Gainesville, FL 32609

<https://www.sbac.edu/rawlings>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 1-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide our students with a safe and enriching environment in which to learn. We also engage our families, business partners, and community members within this process. Our primary focus at Rawlings Elementary will be teaching and learning. The arts will be an important vehicle for this process of teaching and learning.

Provide the school's vision statement.

The Rawlings Elementary School staff, students, and community work collaboratively to ensure students have lifelong success in academic, artistic, and social emotional learning.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
		staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities. Participates in student data collection, integrates core instructional activities/materials into instruction. Monitors school wide and individual student data. Facilitates data meetings and team talk planning meetings..
Graham, Michael	Dean	Provides support for teachers and parents related to classroom and behavior management strategies, develops and monitors behavior plans for specific students, implements PBS with fidelity.

Demographic Information

Principal start date

Tuesday 11/7/2017, Stella Arduser

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.*

3

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.*

4

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

400

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

8

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

8

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	56	66	51	84	55	60	0	0	0	0	0	0	0	372
Attendance below 90 percent	0	47	32	50	40	48	0	0	0	0	0	0	0	217
One or more suspensions	0	7	6	6	9	8	0	0	0	0	0	0	0	36
Course failure in ELA	0	16	22	32	7	7	0	0	0	0	0	0	0	84
Course failure in Math	0	15	11	9	8	4	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	27	37	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	28	38	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	37	21	19	16	25	0	0	0	0	0	0	0	118

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	0	30	28	32	33	42	0	0	0	0	0	0	0	165

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	0	5	0	7	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	1	1	1	1	2	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Monday 8/22/2022

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	62	49	62	55	60	60	0	0	0	0	0	0	0	348
Attendance below 90 percent	14	30	33	27	35	27	0	0	0	0	0	0	0	166
One or more suspensions	0	1	1	3	2	4	0	0	0	0	0	0	0	11
Course failure in ELA	2	25	15	18	10	17	0	0	0	0	0	0	0	87
Course failure in Math	2	20	14	20	16	17	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	25	15	18	15	20	0	0	0	0	0	0	0	98

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	34	27	32	36	34	0	0	0	0	0	0	0	168

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	62	49	62	55	60	60	0	0	0	0	0	0	0	348
Attendance below 90 percent	14	30	33	27	35	27	0	0	0	0	0	0	0	166
One or more suspensions	0	1	1	3	2	4	0	0	0	0	0	0	0	11
Course failure in ELA	2	25	15	18	10	17	0	0	0	0	0	0	0	87
Course failure in Math	2	20	14	20	16	17	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	25	15	18	15	20	0	0	0	0	0	0	0	98

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	34	27	32	36	34	0	0	0	0	0	0	0	168

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	21%	53%	56%				32%	59%	57%
ELA Learning Gains	37%	56%	61%				51%	57%	58%
ELA Lowest 25th Percentile	45%	43%	52%				47%	49%	53%
Math Achievement	21%	55%	60%				44%	60%	63%
Math Learning Gains	43%	58%	64%				61%	61%	62%
Math Lowest 25th Percentile	55%	46%	55%				69%	49%	51%
Science Achievement	18%	48%	51%				30%	57%	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	28%	57%	-29%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-28%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	23%	55%	-32%	56%	-33%
Cohort Comparison		-40%				

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	40%	58%	-18%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	40%	60%	-20%	64%	-24%
Cohort Comparison		-40%				
05	2022					
	2019	42%	57%	-15%	60%	-18%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	55%	-26%	53%	-24%
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	22	34	31	20	54	58	6				
BLK	19	35	41	21	42	53	18				
FRL	19	37	45	20	41	53	15				
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	18	58		16	42		20				
BLK	16	24	50	28	50	50	15				

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
FRL	16	28	54	28	53	54	13				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	35	40	23	55	58	23				
BLK	31	53	54	41	59	67	28				
HSP	50	50		50	60						
MUL	36			91							
FRL	31	49	44	45	62	72	29				

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)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Current trends from our data indicate ELA proficiency and learning gains dropped from the 2019 and 2021 score data. Science proficiency also dropped in 5th grade. Math lowest quartile scores and learning gains in 5th grade continue to be the strongest data area. Our SWD subgroup continues to struggle in ELA and Math.

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

The data showed ELA proficiency (21%) as the component with the lowest performance. The trend has been that ELA proficiency and learning gains have continued to be the lowest performing subject area. Other areas in need of improvement are math proficiency, math gains and science achievement.

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

The contributing factors for ELA were students reading below grade level, fluency, and a need for increased student engagement with grade level text. In addition, fidelity to core curriculum instruction, need for more intervention teachers, and student attendance were also factors. Benchmark Advance, our ELA core curriculum is being implemented for the second year as well as the UFLI program in grades K-2. In grades 3-5 UFLI Intervention will be introduced this year. The contributing factors for Math are student lack of math concept understanding, fidelity to core curriculum instruction and student attendance. The contributing factors for Science were difficulty comprehending the science material due to fluency and comprehension deficiencies.

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

Learning gains in Math was the area that demonstrated the most improvement based on 2022 data.

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

Small group instruction, standards based instruction and data analysis to guide instruction for these students were implemented on a consistent basis. Addition of Acaletics program in grades 3-5.

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

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

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

Teachers will have professional development opportunities in:

BEST Standards

Benchmark Advance

Progress monitoring and RTI process

Behavior PD

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

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

Collaborative planning will be implemented for grade levels to ensure teachers are planning instruction based on student data and BEST standards.

Areas of Focus

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

:

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

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

Improve achievement and learning gains of 3 ESSA subgroups in ELA. During the 2022 school year FSA scores showed a low percentage of students making a learning gain and showing achievement in all three subgroups - students with disabilities, black/African American students and economically disadvantaged students.

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

Increase learning gains of all students by 40%. Current ELA learning gains are 37%, increase percentage of students achieving an ELA learning gain to 77% learning gains.
Raising all ESSA groups to a score of 41% or higher on the ESSA Federal Index.
Current achievement trends in ELA indicate a drop in students showing achievement. The achievement target for the 22-23 school year is to increase achievement from 21% to 40%. Current achievement trends in Science also indicate in a drop in students showing achievement. The achievement target for the 22-23 school year is to increase achievement from 18% to 40%.

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

Learning gains and achievement for all students in ELA will be monitored through Benchmark Unit Assessments, Dibels, IReady and UFLI progress monitoring. Achievement in Science will be monitored through chapter tests, and AIMS progress monitoring. This data will be reviewed after each progress monitoring event and at biweekly team data meetings.

Person responsible for monitoring outcome:

Laura Creamer (creameri@gm.sbac.edu)

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

Early identification of students in under performing subgroups. Progress Monitoring through bi weekly data meetings with teachers led by administrators and Instructional coaches. Provide extended day and Saturday school remediation sessions. ELA team collaborative planning held weekly. Professional development in standards based and aligned instruction, planning and data delivered by FCRR.

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

Professional development on BEST standards and planning for teachers paired with continuous progress monitoring to guide instruction will improve instruction and student 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.

1. Use data from IReady diagnostic report, monthly ISIP assessments, UFLI and SIPPS assessments and Science chapter tests to identify specific skill deficits of students.
2. Utilize the Benchmark Advanced Reading program to target reading instruction, both whole group and small group, to student needs. Utilize the HMH Florida Science curriculum to target science instruction and reading strategies with fidelity to the Science standards.

3. Teachers will meet weekly to collaboratively plan small group intervention lessons according to the data.
4. Teachers will attend bi-weekly data chat meetings with the Instructional Intervention Coach.
5. Implement IReady, I-Station, UFLI and SIPPS interventions consistently and with fidelity.
8. Title I will support teachers' interventions based on the data with direction from the IIC.
9. Monthly fluency assessments.
10. Ongoing progress monitoring with adjustments made as needed as shown by the data.
11. Ongoing professional development provided by FCRR with targeted monthly PD and follow up.
12. Increase student access to extended learning opportunities (Extended Day, Saturday School)
13. District Literacy Coach will provide modeling of ELA lessons, coaching cycle and ELA support to teachers.

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

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

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

Improve achievement and learning gains of 3 ESSA subgroups in Math.

During the 2022 school year FSA scores showed a low percentage of students making a learning gain in all three subgroups - students with disabilities, black/ African American students and economically disadvantaged students.

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

Increase learning gains of all students by 40%. Current Math learning gains are 43%, increase percentage of students achieving a Math learning gain to 83% learning gains.

Raising all ESSA groups to a score of 41% or higher on the ESSA Federal Index.

Current achievement trends in Math indicate a drop in students showing achievement. The achievement target for the 22-23 school year is to increase achievement from 21% to 45%.

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

Learning gains for all students in Math will be monitored through Go Math Chapter tests and Acaletics monthly testing (3rd-5th). This data will be reviewed after each progress monitoring event and at biweekly team data meetings.

Person responsible for monitoring outcome:

Laura Creamer (creameri@gm.sbac.edu)

Evidence-based Strategy:

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

Early identification of students in under performing subgroups. Progress Monitoring through biweekly data meetings with teachers facilitated by Instructional Coach. Extended day and Saturday school learning opportunities. Support for and increase teacher planning opportunities and professional development to improve student access to standards based and aligned instruction.

Rationale for Evidence-based Strategy:

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

Professional development on BEST standards and planning for teachers paired with continuous progress monitoring to guide instruction will improve instruction and student 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.

1. Weekly grade level collaborative Instructional Planning
2. Biweekly teacher data chats facilitated by administrator.
3. Small group instruction within the Math block.
4. Increase student access to extended learning opportunities (Extended Day, Saturday School)
5. Teacher PD (Standards, Student Engagement/Behavior, Acaletics)
6. Modeling and coaching cycle provided by district Math coach.

Person Responsible

Shanee Martin (martinsd@gm.sbac.edu)

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

Based on 2021-2022 end-of-year screening and progress monitoring data, 47% of students in kindergarten through grade 3 are not on track to score Level 3 or above on the statewide, standardized ELA assessment. It is essential that we address the learning regression and gaps by strategically addressing foundational reading to accelerate learning.

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

79% of students in grades 3-5 scored below Level 3 on the 2022 statewide, standardized ELA assessments. It is essential that we address the learning gaps by strategically addressing foundational reading to accelerate learning.

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)

Increase percentage of students performing on grade level on quarterly Dibels probes by 10 percent on each probe.

Grades 3-5: Measureable Outcome(s)

Current learning gains for 3-5 in ELA are 37%, the goal is to increase learning gains in ELA by at least 40% to 77% learning gains.

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.

This area of focus will be monitored through data review through Dibels, UFLI progress monitoring and Benchmark unit assessments. Data review will occur after progress monitoring and biweekly at team data meetings.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Creamer, Laura, creamerl@gm.sbac.edu

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?

Teachers will implement explicit small group foundational reading instruction that is differentiated and targeted using data from UFLI, Dibels, IReady Diagnostic results, and weekly common assessments.

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?

Data-driven small group interventions will address students' individual needs in the areas of phonics and fluency identified by Dibels fluency baselines, CORE Phonics Surveys, UFLI progress monitoring assessments, and IReady diagnostic results.

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
Use data from iReady diagnostic reports, CORE Phonics Surveys, Dibels, and SIPPS assessments to identify students' specific skill deficits.	Martin, Shanee, martinsd@gm.sbac.edu
Teachers will meet weekly to collaboratively plan whole group and small group lessons according to the ongoing data analysis and progress monitoring data	Martin, Shanee, martinsd@gm.sbac.edu
Implement iReady, UFLI, and SIPPS interventions consistently and with fidelity.	Martin, Shanee, martinsd@gm.sbac.edu

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.

Building positive relationships with parents, families and other community stakeholders is paramount. Customer service at the school level is important and emphasized with all faculty and staff. A welcoming school to all visitors is always the goal. Communication is also important, many grade level teams have daily communication with parents through planners, Class Dojo and take home folders. A monthly Title I newsletter is sent home with information from all grade levels. Phone home, email and text messages and backpack notices are sent out to families. Community stakeholders are included through SAC meetings, PTA meetings, mentoring programs and other school meetings. Title I family nights are held throughout the school year and include topics such as technology, ELA, Math and Science. Families and stakeholders are also involved in our carnivals and game nights.

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

Shanee Martin, Title I Lead - Title I parent nights, Title I newsletters

Laura Creamer, Principal - phone home messages, emails and notices, SAC Meetings, PTA meetings, community outreach.

Pat Phillips, Assistant Principal - SAC Meetings, PTA Meetings

School Counselor - SMILE Mentoring program, parent meetings

Teachers - parent communication

CDC Family and Behavioral Services one of our community stakeholders provide a case manager that facilitates the SNAP (Stop Now and Plan) program to our 3rd grade students. SNAP is an evidence-based, cognitive-behavioral 13-week model for children and their families. Designed by Child Development Institute, SNAP helps children learn how to effectively manage their emotions and "keep problems small," through communication, problem-solving, and behavior management.

Faith Mission, a faith based community stakeholder, facilitates a teacher representative, our SMILE Mentoring program. Mentors from multiple faith based organizations volunteer to Mentor students during lunch time.

Rawlings PTA is forming again this 22-23 school year after a hiatus. Their goal is to support the PBIS program at Rawlings through fundraising and family events, to support a positive school climate.