

Duval County Public Schools

Rutledge H. Pearson Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Positive Culture & Environment	24
Budget to Support Goals	25

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	25

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4346 ROANOKE BLVD, Jacksonville, FL 32208

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	D

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Rutledge H. Pearson Elementary School will provide students with the tools and skills needed to realize their highest level of achievement and to strive for academic and social excellence through 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	Title	Job Duties and Responsibilities
Davis, Carolyn	Principal	The school principal is responsible for all aspects of the school. This includes instructional leadership, planning and facilitating professional development, conducting teacher observations and evaluations, data analysis, school safety, budget and finance, and 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, data analysis, school safety, budget and finance, and 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, data analysis, school safety, budget and finance, and 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.*

2

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.*

2

Total number of teacher positions allocated to the school

11

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%) 2015-16: C (44%)
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Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

Date this data was collected or last updated

Thursday 6/4/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	51	46	36	49	34	0	0	0	0	0	0	0	251
Attendance below 90 percent	14	2	10	6	17	9	0	0	0	0	0	0	0	58
One or more suspensions	2	4	8	5	4	8	0	0	0	0	0	0	0	31
Course failure in ELA or Math	1	19	4	5	0	0	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	29	30	42	0	0	0	0	0	0	0	101

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	8	6	0	0	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	4	5	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	51	46	36	49	34	0	0	0	0	0	0	0	251
Attendance below 90 percent	14	2	10	6	17	9	0	0	0	0	0	0	0	58
One or more suspensions	2	4	8	5	4	8	0	0	0	0	0	0	0	31
Course failure in ELA or Math	1	19	4	5	0	0	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	29	30	42	0	0	0	0	0	0	0	101

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	8	6	0	0	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	4	5	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	24%	50%	57%	23%	49%	55%
ELA Learning Gains	38%	56%	58%	34%	56%	57%
ELA Lowest 25th Percentile	43%	50%	53%	38%	54%	52%
Math Achievement	37%	62%	63%	37%	62%	61%
Math Learning Gains	52%	63%	62%	36%	63%	61%
Math Lowest 25th Percentile	50%	52%	51%	27%	54%	51%
Science Achievement	19%	48%	53%	36%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	18%	56%	-38%	55%	-37%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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 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	36
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	
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Science Proficiency showed the lowest performance at 19% proficient followed by ELA Achievement at 24% proficient in 2019. Science Achievement was at 36% and then decreased consistently over the past 2 years. Based on the 2019-2020 district PMA science assessments, science achievement was increasing. Our most recent PMA assessment showed a 64.6% achievement average, which was higher than the district's 62.5% achievement average and exceeded our science goal for the year of 32%. ELA Achievement remained unchanged for the last three years.

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

ELA Lowest 25th Percentile showed the greatest decline in 2018 (52%) to 43% in 2019. Factors that may have contributed to the decline are lack of data-based differentiated instruction and standards-based instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement had the greatest gap when compared to the state average. Factors that may have contributed to the 34% gap are lack of differentiated instruction, lack of targeted professional development, and ineffective instructional delivery.

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

Math Lowest 25th percentile showed the most improvement. The actions that may have contributed to the 27% increase was the implementation of Reflex Math (a foundational program to help students

build basic math skills), and Acaletics (a program that provides research-based professional development and supplemental instructional materials to increase math proficiency).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An area of concern is student attendance. Over the years, poor attendance has had a major impact on the school's ability to have continuous instruction for the majority of the students. Our daily absentee rate averages around 10% daily. School Readiness is another area of concern. Many of our students start their school experience already showing foundational and developmental deficits.

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

1. ELA Achievement
2. ELA Lowest 25th Percentile
3. Math Lowest 25th Percentile
4. Science Achievement
5. Student Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our reading data indicates, in 2018 only 23% of our students were proficient and in 2019, 24% of our students were proficient in reading. The ELA Achievement aligns with the 9% decline in our ELA lowest 25th percentile. Many of our students experience difficulty with the process of reading comprehension. More time is needed to be spent on teaching reading strategies to improve reading comprehension and higher-order thinking skills.

Measurable Outcome: If we implement intentionally focused, strategic instructional plans based on current data points, utilize Reading Mastery in our primary classrooms, Corrective Reading in our 3rd - 5th grade classrooms and implement the new writing curricula in KG - 5 (Writing City and Top Score), then achievement will improve in ELA by 25% and ELA Lowest 25th Percentile will increase by 30%.

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

Evidence-based Strategy: The reading coach will be utilized to design, monitor and assess quality instruction (virtually and face to face) as to improve overall student achievement in all areas. She will also implement effective common planning and PD sessions that will include differentiated, standards-based, and data driven instruction. The reading interventionist will help with the implementation of RMSE in the primary grades, 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. After gathering data, teachers will create differentiated small groups with appropriate tasks that meets 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.

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 practice sheets. Copy paper will also be used for small group remediation and to create home school packets.

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 Florida State Standards. The following materials will be used to provide TIERed Support Levels:

- Rationale for Evidence-based Strategy:**
1. i-Ready Reading
 2. Corrective Readng
 3. LLI
 4. Performance Coach
 5. Reading Mastery
 6. Achieve 3000
 7. City Writing
 8. Top Score

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 face to face and virtually, 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 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, module, and Standards Mastery assessments. The leadership team will meet regularly to identify teachers and students who are in need of support in reading based on data and develop a plan of action.
3. The reading 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, weekly lesson checks, module and Standards Mastery assessments, in order to prescribe remedial and intervention opportunities for students and share best practices to teachers. The reading coach will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. The reading coach will implement effective common planning and professional development sessions that will include differentiated, standards-based, and data driven instruction. During common planning, the reading coach will share student progress on i-Ready, Achieve, and PMAs and provide tips and strategies to teachers that will promote student improvement.
4. The classroom teacher will monitor the progress of students on i-Ready, Achieve 3000, PMAs as well as assessments that are used in between diagnostic assessments such as, weekly lesson checks, module and Standards Mastery assessments. 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, and keep parents informed about their child's progress.

Person Responsible Carolyn Davis (davis@duvalschools.org)

#2. Instructional Practice specifically relating to Math

Area of

Focus

Description and Rationale:

Math Achievement was selected, because this was one of the areas with the greatest difference between district and state average. This area was 26% below the state's average.

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 30%. In addition, we will implement REFLEX math to help students with their foundational skills.

Person responsible for monitoring outcome:

Carolyn Davis (davic@duvalschools.org)

Evidence-based Strategy:

The math coach will be utilized to design, monitor and assess quality instruction (virtually and face to face) as to improve overall student achievement in all areas. She will also implement effective Common Planning sessions and PD 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, intensive groups and other evidence-based supplementary materials. After gathering data, teachers will create differentiated 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.

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 practice sheets. Copy paper will also be used for small group remediation and to create home school packets.

We will use Title I 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 grades 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 PD 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

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 face to face and virtually, 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 standards for 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 the 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 practices to teachers. The math coach will implement effective Common Planning sessions and PD 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 grades 2-5, analyze and disaggregate data for teachers, and work with them to adjust their instruction based on data.
4. 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 appropriate 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 (davis@duvalschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our science achievement remained 19% from 2018 to 2019 which is 32% below the state average. Our trend data based on district assessments indicates that science was increasing steadily in the right direction. We must implement a science program throughout KG - 5th, so there aren't as many learning gaps to fill when the students reach 5th grade. It is incumbent upon our leadership team to provide teachers the opportunity to develop their craft and content knowledge in science to build capacity and sustainability at every grade level.

Measurable Outcome: If we implement strategically focused and intentional instructional plans based on current data points and utilize science technology within lessons in 3rd -5th grade classrooms with fidelity, then we will improve in science from 19% to 35% on the 5th grade Science FSA.

Person responsible for monitoring outcome: Carolyn Davis (davis@duvalschools.org)

Evidence-based Strategy: Teachers will implement the district approved science curriculum with fidelity. Administration will closely monitor the implementation of standards-based instruction (virtually and face to face) and provide feedback to teachers to improve thier craft. Timely professional development will be provided in order to meet the PD of needs of our science teachers. All teachers will implement science-based plafforms (Study Island, Penda, and Acaletics Science) during science instruction. Sience centers will allow students to view videos supporting standards presently being taught. Likewise, science leveled readers will be utilized during small groups - focusing on non-fiction text with embedded standards being taught. The reading teachers will assign Achieve 3000 articles during centers which align to science standards being currently taught, and teachers will utilize Curriculum Associates material during before and after school tutoring for small intensive groups.

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 practice sheets. Copy paper will also be used for small group remediation and to create home school packets.

Teachers will use current data to develop science centers. Exit tickets will be used to develop next instructional steps. Teachers and para-professionals will work with small, intensive groups using non-fiction science leveled readers and daily questions with ALL leveled learner. Teachers will be provided with school-based and district-based PD to develop teacher skill set and build background knowledge, which will improve overall student achievement for all leveled learners.

Rationale for Evidence-based Strategy: Students will engage in hands-on activities that involve studying habitats, animal skeletal systems, life cycles and adaptations and a reinforcement of the curricula taught. The following resource will be used:

1. Achieve 3000, Science focus aligned to the standards
2. Science Investigations Materials for 5th grade
3. Science Hands-On Field Trip Experience
4. Science materials from Curriculum Associates aligned to FI Standards
5. District-based science coach
6. Study Island
7. Penda

Action Steps to Implement

1. The administrative team will closely monitor and analyze science data from school-based and district assessments for the purpose of determining the academic needs of students and instructional needs of the 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 professional development. The administrative team and the district specialist will implement effective Common Planning sessions and PD sessions that will ensure teachers have adequate knowledge of science and opportunities to teach science. The professional development will support the strands of scientific proficiency and research on how children learn science. The administrative team will implement and monitor systems that aligns standards, curriculum, instruction and district/teacher assessment for all students to achieve science proficiency.

2. The leadership team will monitor the academic growth of ESE students and their mastery of standards on school-based and district assessments. The leadership team will also 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 students who are in need of support in science based on data and develop a plan of action.

3. The classroom teacher will provide differentiated small groups with appropriate 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 science vocabulary, tasks, questions, and/or activities required. In addition, through experimental learning, teachers will provide students an opportunity to be an applied problem solver and engage in scientific experiments that will introduce new ideas, clarify misconceptions for aspects of topics, build ownership, scaffold learning and check students conceptual focus. 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 grouping and extra support, and keep parents informed about their child's progress.

Person Responsible Carolyn Davis (davis@duvalschools.org)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: The African American and Economically Disadvantaged student subgroups at Rutledge H. Pearson are below the federal index of 41% (36%). These two groups historically did not perform well. Over the years, these groups have struggled to meet proficiency. In order to ensure that these two subgroups are proficient, we will create systems to monitor progress and provide support in all areas of need. The students with disabilities subgroup is below the federal index of 41% (28%). In addition to the goals set forth in the individualized education plan, we will focus on strategies to intensify support for students with disabilities. Two paraprofessionals have been staffed to work along side teachers to provide extra support on a daily basis. Teachers and support staff have been trained to provide direct instruction using research-based interventions.

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%.

Person responsible for monitoring outcome: Carolyn Davis (davic@duvalschools.org)

Through the multi-tiered system of supports for Students with Disabilities, African American, and Economically Disadvantaged groups, we will focus on the following Tier I 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

Evidence-based Strategy: Behavior Interventions:

1. PBIS
2. CHAMPS

- Social-Emotional Interventions:
1. School-Based Social Services
 2. Wellness Wednesday
 3. Calm Classroom
 4. Sanford Harmony

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 practice sheets. Copy paper will also be used for small group remediation and to create home school packets.

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

based

Strategy:

Action Steps to Implement

1. Identify students who are part of the SWD category.
2. Train the 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 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.

2. The leadership team will monitor the academic growth of these subgroups and their mastery of standards on school-based and district assessments. The leadership team will also 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 subgroups within in the school by providing professional development and instructional support.

3. The instructional coaches will monitor the academic growth of ESSA subgroups 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, module and Standards Mastery assessments, in order to prescribe remedial and intervention opportunities for ESSA subgroups and share best practices to teachers. The instructional coaches will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. The instructional coaches will implement effective common planning and professional development sessions that will include differentiated, standards-based, and data driven instruction. During common planning, the instructional coaches will share the progress of ESSA subgroups on i-Ready, Achieve 3000, and PMAs and provide tips and strategies to teachers that will promote student improvement.

4. The classroom teacher will monitor the progress of ESSA subgroups on i-Ready, Achieve 3000, PMAs as well as assessments that are used in between diagnostic assessments such as, exit tickets, weekly lesson checks, module and Standards Mastery assessments. The classroom teacher will conduct data chats with ESSA subgroups, 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 ESSA subgroups for differentiated reading and math grouping and extra support, and keep parents informed about their child's progress.

Person

Responsible

Carolyn Davis (davisc@duvalschools.org)

#5. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description: Standards Aligned Instructional Planning and Implementation

Rationale:

Areas of Focus on the Standards Walk-Through Tool (SWT):

-Instructional Delivery (3.9/5.0) - 78% (Student Task Alignment-0.4/2.0 - lowest area)- 13%

-Standards Focus Board (3.0/5.0)- 60% (Guides Learning (Student Use) 0.8/2.0 - lowest area)- 27%

-Referencing and using the focus board to guide learning is an area of focus for students.

-Assessing Student Learning (2.3/5.0)- 46% (Determine Mastery-0.6/2.0 -lowest area)- 20%

Area of Focus Description and Rationale:

5 Essential Survey:

When students were asked about the rigor experienced in the classroom in the 5 Essentials Survey, 91% of the students replied the rigor is very strong.

Rating on the SBI Continuum:

Rutledge H. Pearson falls within the second stage of the SBI Continuum. At this time, we will review stage 1 as we build our leadership team. We have a new math coach, reading interventionist, and look to hire a new reading coach.

Measurable Outcome:

100% of our current core content teachers will show progression on standards-based instructional planning procedures and implementation.

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 ensure students are getting standards-aligned instruction, so 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

Robyn Cooper (cooperr@duvalschools.org)

Calibrated Administration: The leadership team will conduct instructional rounds to ensure a shared vision, and expectations of standards-based Instruction (virtually and face to face) 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 for face to face and virtual instruction, 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 face to face and virtual instruction.

Person Responsible Contrina Bolden (woodsc@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Each area of focus has a monitoring component that will be consistently used to ensure that the School Improvement Plan (SIP) priorities are a focus and that it is positively impacting students' achievement. The SIP priorities will be embed, addressed and monitored during common planning, faculty and staff meetings, Early Release, SAC meetings, and parent involvement activities.

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 ensuring all stakeholders are involved.

In order to increase parent involvement, Rutledge H. Pearson has developed a Parent and Family Engagement Plan, which includes various morning, afternoon and night activities within the school to

empower parents to help their children in the home setting.. We are looking to build connections between school and home, and the activities described in the PFEP will allow us to do this positively and proactively. We have also developed activities with our Faith Based Partner 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 locations and services that are easily accessible to them. Community partners are actively involved in the school's improvement plan development and implementation. Student planners, Class Dojo, parent links, school newsletter and phone calls are used to increase the home - school connection.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$22,270.77
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0951 - Rutledge H. Pearson Elementary School	UniSIG	0.75	\$11,497.95
			<i>Notes: *General Education Paraprofessional 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 @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% 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. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. The other .25 of the Para is being paid out of Schools of Hope.</i>			
	5100	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,149.80
			<i>Notes: General Education Paraprofessional Retirement at 10.00%</i>			
	5100	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$879.59
			<i>Notes: General Education Paraprofessional Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$5,175.23
			<i>Notes: General Education Paraprofessional Group Health 45.01%</i>			
	5100	232-Life Insurance	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$6.90
			<i>Notes: General Education Paraprofessional Life Insurance at .06%</i>			
	5100	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$108.08
			<i>Notes: General Education Paraprofessional Workers Compensation at .94%</i>			

	5100	290-Other Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$159.82
			<i>Notes: General Education Paraprofessional Benefits Flex Medical at 1.39%</i>			
	5900	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,973.40
			<i>Notes: LLI Kits 78 Titles @ \$23 each To support tutoring outside of the instructional day as well as supplies, we will need to purchase these items to be an added layer of support for students to master all grade level standards. These additional titles will be added to previously purchased kits to provide systematic intensive work in phonemic awareness, letters, and phonics. Students will be identified after initial baseline testing at the beginning of the school year.</i>			
	5100	369-Technology-Related Rentals	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,320.00
			<i>Notes: Study Island ELA 240 qty license for ELA and Math- Study Island will be used in grade levels K-5. This blended learning program will support the mastery of ELA and Math.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$1,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,320.00
			<i>Notes: Study Island Science 240 qty license - Study Island will be used in grade levels K-5. This blended learning program will support the mastery of science.</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$68,377.90
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,393.50
			<i>Notes: Laser presentation pointers and stylus to help assist teachers with online and in class instruction 25 qty - This line item will be used to support students who need visual support during instruction. As teachers assist students focus on a specific word or object, the students will be able to stay focused and participate in daily lessons. All teachers will be receiving this for their classrooms.</i>			
	5100	640-Furniture, Fixtures and Equipment	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,262.00
			<i>Notes: 2 qty printers Lexmark MS521DN \$482 each, plus toner - This line item is needed to support students with needed instructional materials during small group instruction and tutoring. The printers will also allow the school print and communicate with parents, student's progress, upcoming events, and school related updates. One printer will be in the Parent Resource Room and the other will be housed in the coaches/interventionist room for small group instruction and student data chats.</i>			
	5900	120-Classroom Teachers	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$7,104.00
			<i>Notes: Tutoring \$24 per hour 343 hours - Certified teachers, up to 10, will target the lowest performing students in Literacy, Math, and Science to tutor before and after school. There are approximately 110 students we are targeting in grade levels 3-5. The teachers will have an opportunity to sign up on a first come, first serve basis.</i>			
	5100	150-Aides	0951 - Rutledge H. Pearson Elementary School	UniSIG	1.0	\$14,182.12
			<i>Notes: *General Education Paraprofessional 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 @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom</i>			

			<i>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. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i>			
5100	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,418.21	
			<i>Notes: General Education Paraprofessional Benefits Retirement at 10.00%</i>			
5100	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,084.93	
			<i>Notes: General Education Paraprofessional Benefits Social Security at 7.65%</i>			
5100	231-Health and Hospitalization	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$6,383.35	
			<i>Notes: General Education Paraprofessional Benefits Group Health at 45.01%</i>			
5100	232-Life Insurance	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$8.51	
			<i>Notes: General Education Paraprofessional Benefits Life Insurance at .06%</i>			
5100	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$133.31	
			<i>Notes: General Education Paraprofessional Benefits Workers Compensation at .94%</i>			
5100	290-Other Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$197.13	
			<i>Notes: General Education Paraprofessional Benefits Benefits Flex Medical at 1.39%</i>			
5900	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$720.08	
			<i>Notes: Tutoring Benefits Retirement at 10.00%</i>			
5900	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$543.46	
			<i>Notes: Tutoring Benefits Social Security at 7.65%</i>			
5900	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$66.78	
			<i>Notes: Tutoring Benefits Workers Competition at .94%</i>			
6100	160-Other Support Personnel	0951 - Rutledge H. Pearson Elementary School	UniSIG	0.5	\$24,364.23	
			<i>Notes: Social Worker - Last year we had a Social Worker through SOH to ensure our students are getting to school. Through this candidate's efforts, we were able to see in an increase in attendance for students and begin to see more parental involvement at the school as well. The social worker made phone calls and house visits to ensure students were getting to school. The other .5 of the Social Worker will be paid out of Schools of Hope.</i>			
6100	210-Retirement	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$2,436.42	
			<i>Notes: Social Worker Benefits Retirement at 10.00%</i>			
6100	220-Social Security	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$1,863.86	
			<i>Notes: Social Worker Benefits Social Security at 7.65%</i>			

	6100	231-Health and Hospitalization	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$4,273.49
			<i>Notes: Social Worker Benefits Group Health at 17.54%</i>			
	6100	232-Life Insurance	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$4.87
			<i>Notes: Social Worker Benefits Life Insurance at .02%</i>			
	6100	240-Workers Compensation	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$229.02
			<i>Notes: Social Worker Benefits Workers Compensation at .94%</i>			
	6100	290-Other Employee Benefits	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$131.57
			<i>Notes: Social Worker Benefits Benefits Flex Medical at .54%</i>			
	6100	510-Supplies	0951 - Rutledge H. Pearson Elementary School	UniSIG		\$577.06
			<i>Notes: Supplies - The line item will be used to support reading, writing, and math. We will purchase paper,pencils, composition books, and other progress monitor resources and materials needed to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; Please see the attached store order room order.</i>			
5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
					Total:	\$91,968.67