

Alachua County Public Schools

Marjorie Kinnan Rawlings Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Marjorie Kinnan Rawlings Elementary School

3500 NE 15TH ST, Gainesville, FL 32609

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a safe and enriching environment that will positively shape our students' future through powerful teaching, discovery, and innovation.

Provide the school's vision statement.

The Rawlings community will work collaboratively to build a place of high performance and excellence where students discover their highest potential and talents.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Arduser, Stella	Principal	<p>Oversees all daily operations of the school and provides leadership and direction for students to meet national and state requirements; provides teachers with training and resources needed to increase student achievement through the use of 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 data-based instructional decision making, provides MTSS (multi-tiered system of supports) training for staff to support the MTSS process; ensures implementation of intervention support and documentation; communicates with parents regarding the MTSS process; regularly meets with the leadership council to review student data of students in the MTSS process and participates in Educational Planning Team (EPT) meetings with parents; identifies students having difficulties adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success; implements PBIS with fidelity; maintains a safe learning environment.</p> <p>The principal re-inforces school-wide rules and expectations and promotes recognition of students who are successful in meeting behavioral goals.</p>
Tomlinson, Angela	Assistant Principal	<p>Serves as administrator on site in the absence of the principal and a member of the school leadership team.; assists principal in overall management of the school and serves as a support in decision making on matters related to the school. The assistant principal re-inforces school-wide rules and expectations and promotes recognition of students who are successful in meeting behavioral goals.</p> <p>The assistant principal is responsible for oversight of the Exceptional Student Education program and compliance. This assistant principal provides oversight and leadership for the student services department, which includes discipline, the PBIS program, school counseling, Systems of Care, Social Work, and school safety and security.</p>
Martin, Shanee	Assistant Principal	<p>Serves as administrator on site in the absence of the principal and a member of the school leadership team.; assists principal in overall management of the school and serves as a support in decision making on matters related to the school. The assistant principal re-inforces school-wide rules and expectations and promotes recognition of students who are successful in meeting behavioral goals.</p> <p>The assistant principal is responsible for oversight of assessments and is the Assessment Coordinator/ Scheduler; works closely with the Family Liaison and database clerk with regards to student attendance; prvides leadership in Title 1 and guidance to Title 1 support in classrooms; establishes and prepares Data Chats and Collaborative Planning sessions for teachers and administrators; oversees ESOL and Volunteer program.</p>

Name	Position Title	Job Duties and Responsibilities
Graham, Michael	Behavior Specialist	<p>The school Behavior Resource Teacher (BRT) serves as the point of contact for school discipline and the PBIS program. The BRT re-inforces school-wide rules and expectations and promotes recognition of students who are successful in meeting behavioral goals. She serves as the co-chair of the Positive Behavior Support Team along with the assistant principal of student services and works collaboratively with school and district staff. The BRT is responsible for fact finding when incidents occur, student investigations (when necessary), and ensuring that the school maintains compliance with school, district, and state policies and procedures. The BRT provides professional development to teachers on behavior strategies on a monthly basis through faculty meetings and one-on-one coaching for teachers who may need additional support. The BRT also pulls small groups of students for behavior interventions, as needed.</p> <p>The BRT works closely with student services, staff and administration on conducting Functional Behavioral Assessments (FBA) for individual students while also designing and implementing Behavioral Intervention Plans (BIP). The BRT support teachers in creating behavior goals for students</p>
Montaner, Martha	School Counselor	<p>The schools counselor is responsible for oversight of the school counseling program and the Exceptional Student Education (ESE), gifted program, and 504 plans. The counselor is available for parents, students, and staff in times of crisis and also provide guidance to administration with matters related to student and staff mental health. The school counselor re-inforces school-wide rules and expectations and promotes recognition of students who are successful in meeting behavioral goals.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan will be the guided tool for faculty meetings and communicating our progress to teachers. Teachers will be a part of the conversations surrounding the action steps and how the school needs to modify or adjust according to student data and results.

There will be ongoing communication with parents through teachers developing relational capacity. Communication on student progress will be continuous (minimum of once a week from assigned teacher). Administrators will also provide weekly notifications and information about how the school is progressing towards the goal of student achievement at the highest level.

The School Advisory Council (SAC) serves as the advisory board and sounding board to the principal. The administrative team will seek input and feedback on all matters related to school operations and school improvement.

The Grade Level Team Leaders will serve as members of the leadership council and be representative of the faculty. Ongoing conversations about progress and areas to adjust will be the basis of the leadership council.

Business Partnerships and Community Leaders will be informed about student achievement and progress through newsletters and invitations to school events geared toward celebrating student accomplishments.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monthly data chats will be held with all stakeholders to identify students in underperforming subgroups, plan professional development, and align instruction. This will allow for continuous progress monitoring.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	26	31	26	41	19	28	0	0	0	171	
One or more suspensions	5	10	8	9	9	12	0	0	0	53	
Course failure in English Language Arts (ELA)	0	0	0	42	7	22	0	0	0	71	
Course failure in Math	0	0	0	42	7	22	0	0	0	71	
Level 1 on statewide ELA assessment	0	0	0	49	25	41	0	0	0	115	
Level 1 on statewide Math assessment	0	0	0	52	26	29	0	0	0	107	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	47	32	50	40	48	0	0	0	217	
One or more suspensions	0	7	6	6	9	8	0	0	0	36	
Course failure in ELA	0	16	22	32	7	7	0	0	0	84	
Course failure in Math	0	15	11	9	8	4	0	0	0	47	
Level 1 on statewide ELA assessment	0	0	0	6	27	37	0	0	0	70	
Level 1 on statewide Math assessment	0	0	0	6	28	38	0	0	0	72	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	37	21	19	16	25	0	0	0	118	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	30	28	32	33	42	0	0	0	165

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	0	7	0	1	0	0	0	13
Students retained two or more times	0	1	1	1	1	2	0	0	0	6

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	47	32	50	40	48	0	0	0	217
One or more suspensions	0	7	6	6	9	8	0	0	0	36
Course failure in ELA	0	16	22	32	7	7	0	0	0	84
Course failure in Math	0	15	11	9	8	4	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	6	27	37	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	6	28	38	0	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	37	21	19	16	25	0	0	0	118

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	30	28	32	33	42	0	0	0	165

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	0	7	0	1	0	0	0	13
Students retained two or more times	0	1	1	1	1	2	0	0	0	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	20			21	53	56	19		
ELA Learning Gains				37	56	61	29		
ELA Lowest 25th Percentile				45	43	52	54		
Math Achievement*	28			21	55	60	31		
Math Learning Gains				43	58	64	56		
Math Lowest 25th Percentile				55	46	55	54		
Science Achievement*	27			18	48	51	20		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	94
Total Components for the Federal Index	4

2021-22 ESSA Federal Index

Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	1
ELL				
AMI				
ASN				
BLK	23	Yes	2	1
HSP				
MUL				
PAC				
WHT				
FRL	21	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP				
MUL				
PAC				
WHT				
FRL	33	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	20			28			27					
SWD	15			26			21				4	
ELL												
AMI												
ASN												
BLK	20			28			26				4	
HSP												
MUL												
PAC												
WHT												
FRL	18			26			23				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	21	37	45	21	43	55	18					
SWD	22	34	31	20	54	58	6					
ELL												
AMI												
ASN												
BLK	19	35	41	21	42	53	18					
HSP												
MUL												
PAC												
WHT												
FRL	19	37	45	20	41	53	15					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	19	29	54	31	56	54	20					
SWD	18	58		16	42		20					
ELL												
AMI												
ASN												
BLK	16	24	50	28	50	50	15					
HSP												
MUL												
PAC												
WHT												
FRL	16	28	54	28	53	54	13					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	20%	53%	-33%	54%	-34%
04	2023 - Spring	25%	54%	-29%	58%	-33%
03	2023 - Spring	19%	49%	-30%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	17%	52%	-35%	59%	-42%
04	2023 - Spring	32%	58%	-26%	61%	-29%
05	2023 - Spring	33%	54%	-21%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	51%	-27%	51%	-27%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on our FAST PM3 results, our 3rd grade ELA and Math were our lowest performing areas. Contributing factors: long term sub in one class, one teacher left in November which caused a vacancy for a second unit. The school was unable to obtain a certified long term sub causing a day to day rotation to happen daily. All proficient students were moved to the one and only certified teacher in the grade level.

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

Based on our FAST PM3 results, our 5th grade ELA was the only area that did not increase. It stayed the same as the previous year. There was a vacancy and it was filled with a day to day sub until a teacher could be hired at the end of October.

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.

Our biggest gaps were 3rd grade ELA (31%), 3rd grade Math (41%) and 5th Grade ELA (32%). Contributing factors: Not having certified teachers in the classroom. The school had to depend on long

term subs or day to day subs to fill the positions of two of our 3rd grade units and one of our 5th grade units.

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

Our components that showed the most improvement was 4th grade ELA (13%) and 4th grade Math (21%). In addition to fidelity of curriculum, this was the one grade level that had consistency in certified teachers as well as the ESE teacher that pushed in to support students. They worked as a team to collaboratively plan daily lessons.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is our number one area of concern. In order to make growth or proficiency in any area students have to attend school on a daily basis. To help increase attendance we have implemented PBIS to incentivize students who are attending school. In addition, our family liaison is reaching out to families of students who have high absenteeism.

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

1. Attendance
2. Behavior
3. 3rd Grade ELA Proficiency
4. 3rd Grade Math Proficiency
5. 5th Grade ELA Proficiency and Growth

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our data identified that attendance and behavior were areas of concern with regard to academic achievement for our students. Out of 402 kindergarten through 5th grade students, 171 missed 10 or more schools days, which accounted for 43% of our student population. When reviewing discipline data, 53 students received out of school suspensions, which accounted for 13% of our student population. Of the 280 referrals written, 193 offenses occurred in the classroom. If we are able to establish a school-wide behavior plan with common language and systematic approaches to behavior through the strengthening of PBIS, as a result, attendance will increase and behavior will decrease.

Measurable Outcome:

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

Attendance data will be reviewed daily. Attendance data will reflect an increase in daily attendance to average 90% or more weekly through parent contacts made through our family liaison and administration.

Discipline data will show a decrease of classroom referrals by 50% because of an established school-wide discipline plan, monthly professional development, and individual coaching with the behavior resource teacher.

Earn Silver Status

Develop a School-wide Behavior Plan

Develop a PBIS Team that meets monthly

Increase student shout-outs during lunch

Monitoring:

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

A PBIS Team will be developed with a focus on monitoring the school-wide discipline plan and promoting activities geared towards creating a positive school culture to help increase daily attendance and decrease school disruptions that cause referrals. All three administrators will do classroom walk-throughs daily in order to show presence and support for teachers, which allows for teachers and students to see the administrators in their classrooms at least once a week.

Person responsible for monitoring outcome:

Angela Tomlinson (tomlinsonam@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida Positive Behavioral Interventions & Supports - Utilize the classroom PBIS framework

Implementation of a Tier 1 Positive Behavior Support and Attendance system that includes recognition of positive, pro-social behaviors, schoolwide social emotional instruction, and increased awareness of culturally responsive techniques for managing behavior and all interactions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building a positive school culture centered on teaching prosocial behavior, recognizing positive behavior, and involving staff in learning about culturally responsive teaching and behavior management will empower students and staff to solve problems in ways other than those that may result in suspension.

Evidence will be gathered from referrals, PBIS activity results, and overall discipline data. Resources used for this strategy include, but are not limited to Positive Behavior Support training, and our school-based scope and sequence with connected resources.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop a PBIS/ Student Services Team that consists of the principal, assistant principals, behavior resource teacher, behavior aides, counselor, social worker, systems of care counselor, and family liaison.

Person Responsible: Angela Tomlinson (tomlinsonam@gm.sbac.edu)

By When: By August 3, 2023, a team will be established and have the first meeting.

Develop and implement a school-wide behavior plan integrating all components of Positive Behavioral Interventions and Supports (PBIS)

Person Responsible: Angela Tomlinson (tomlinsonam@gm.sbac.edu)

By When: End of Preplanning, August 9.

Provide PBIS professional development to faculty and staff for clear understanding of expectations. Rawlings will utilize Capturing Kids' Hearts schoolwide as well as have our Student Service team attend FASRO conference in July 2023.

Person Responsible: Angela Tomlinson (tomlinsonam@gm.sbac.edu)

By When: End of Preplanning, August 9.

Attend the Florida Association of School Resource Officers (FASRO) as a student services team to learn new legislative practices in school safety and security along with ways to engage our community in our PBIS system.

Person Responsible: Angela Tomlinson (tomlinsonam@gm.sbac.edu)

By When: July 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Main area of focus is to implement/provide high quality Tier 1 instruction in all grade levels.

Review of current and historical data including, but not limited to, F.A.S.T. & Florida Standards Assessment scores shows that significant progress needs to be made during the upcoming school year. We made growth in Math and ELA learning gains. That, however, was offset by a decline in all other categories (Overall percent scoring at or above proficiency in ELA, Math, and Science).

In order to achieve a school grade of C all areas must achieve an average of 41% during the 23-24 school year.

Measurable Outcome:

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

Use of Core Curriculum for tier 1 instruction will occur 95% of the time as measured through instructional walkthrough data. The percent of students scoring at or above proficiency will average 41% or higher. All ESSA Subgroups will achieve a score of 41% or higher on the ESSA Federal index.

Monitoring:

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

Data will be collected through ongoing assessments and progress monitoring, data chats, and district assessments. Resources used for this strategy will include, but are not limited to, supplemental reading and math curriculum, during and after school tutoring, and professional development tied to unpacking standards, content complexity, and data analysis. Additionally, Instructional Walkthroughs will be used to monitor implementation of core curriculum and fidelity of instruction.

Specifically with our students with disabilities subgroup, our ESE teachers will push in to the general education classrooms during tier one instruction and provide support and monitor student engagement and comprehension of content. The ESE teachers will take notes during instruction and identify key areas in which students with disabilities will need additional strategies during support facilitation and small group instruction. The ESE teachers will also monitor the data on Benchmark Advance assessments and identify standards where students with disabilities are showing a need for remediation.

Person responsible for monitoring outcome:

Stella Arduser (ardusesd@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide standards-based instruction to all students, in whole and small groups, that matches the level of content complexity required, assessments that are aligned to test item specifications, and reteaching based on a review of relevant data during and after the school day. This will be monitored and supported through planning, walkthroughs, and data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To ensure that data collected demonstrates that teachers are delivering explicit benchmark aligned instruction through Tier 1 instruction. As a result student proficiency will increase on state assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional coaches with administration will facilitate weekly grade level collaborative planning and provide support on how to develop benchmark aligned lessons.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: Will start during preplanning and continue weekly throughout the year.

Provide coaching cycles and professional development to assist teachers in implementation of instructional practices.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: Will start during preplanning and continue weekly throughout the year.

Coaches and administration will model implementation of instructional frameworks, instructional practices, and utilization of student tasks aligned to benchmarks during planning.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: Will start during preplanning and continue weekly throughout the year.

School leadership team will walk classrooms in all grade levels weekly to monitor the delivery of instruction and transfer from common planning.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: Will begin week one of the school year and continue throughout the year.

Leadership team will meet weekly to review trends and adjust as needed.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: Will begin week one of the school year and continue throughout the year.

Create a quarterly monitoring system for course failures by running a Skyward report that generates Ds and Fs per content area and by teacher after every nine weeks.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: October 2023

#3. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In addition to Tier 1 instruction, based on past data, there is a need to ensure that differentiated instruction that supports the core instruction through small groups is occurring during the core block time for Tier 2 and 3 students.

Measurable Outcome:

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

Percentage of fidelity of differentiated instruction will be at least 95% of the time as monitored by SWD subgroup will be at least 41% proficient, measured by F.A.S.T. PM 3.

Monitoring:

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

This area of focus will be monitored through the use of data chats, instructional logs, curriculum and intervention-based program monitoring tools.

Person responsible for monitoring outcome:

Stella Arduser (ardusesd@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will receive Tier 2 and Tier 3 interventions during core curriculum with programs/materials. Interventions need to support the core curriculum that students are able to make the connections.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to student lack of mastery on previously taught standards students show a need for intentional interventions to close their learning gaps.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional coaches with administration will facilitate weekly grade level collaborative planning and provide support on how to develop differentiated small groups.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: Will begin during preplanning and continue weekly throughout the year.

Based on data, identify specific students who need Tier 2 and Tier 3 interventions. Prioritize students and set up schedule for additional para support.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: By the end of the first F.A.S.T. PM 1 assessment.

Provide supplemental intervention materials to teachers and paras in addition to any additional professional development they may need with the material in order to implement it during the differential small group instructional time.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: By the end of preplanning, August 9.

Provide tutoring and Saturday school as needed to assist the close of the learning gap.

Person Responsible: Stella Arduser (ardusesd@gm.sbac.edu)

By When: By 9/15/2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The main area of focus is to implement/provide high-quality Tier 1 instruction in all grade levels.

A review of historical reading data using F.A.S.T. assessment outcomes shows that 87% of the kindergarten cohort from last year scored below the 40th percentile and 78% of the 1st-grade cohort from last year scored below the 40th percentile. We are currently in the process of testing our incoming

kindergarteners using the DIBELS assessment as a way to gauge proficiency and areas of focus moving forward.

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

The main area of focus is to implement/provide high-quality Tier 1 instruction in all grade levels.

A review of historical reading data using F.A.S.T. assessment outcomes shows that 87% of the 2nd-grade cohort from last year scored below the 40th percentile, 82% of the 3rd-grade cohort from last year scored below a Level 3, and 72% of the 4th-grade cohort from last year scored below a Level 3.

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 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 Measurable Outcomes

Use of Core Curriculum for tier 1 instruction will occur 95% of the time as measured through instructional walkthrough data. The percent of students scoring at or above proficiency on the F.A.S.T./ STAR assessment will average 41% or higher.

Grades 3-5 Measurable Outcomes

Use of Core Curriculum for tier 1 instruction will occur 95% of the time as measured through instructional walkthrough data. The percent of students scoring at or above proficiency on the F.A.S.T. assessment will average 41% or higher. All ESSA Subgroups will achieve a score of 41% or higher on the ESSA Federal index.

Monitoring

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 impact student achievement outcomes.

Data will be collected through ongoing assessments and progress monitoring, data chats, and district assessments. Resources used for this strategy will include but are not limited to, supplemental reading and math curriculum, during and after school tutoring, and professional learning tied to unpacking standards, content complexity, and data analysis. Additionally, Instructional Walkthroughs will be used to monitor the implementation of the core curriculum and the fidelity of instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Arduser, Stella, ardusesd@gm.sbac.edu

Evidence-based Practices/Programs

Description:

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. §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?

Provide standards-based instruction to all students, in whole and small groups, that matches the level of content complexity required, assessments that are aligned to test item specifications, and reteaching based on a review of relevant data during and after the school day.

This will be monitored and supported through planning, walkthroughs, and data.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The programs selected will ensure that the data collected demonstrates teachers are delivering explicit benchmark-aligned instruction through Tier 1 instruction. As a result, student proficiency will increase on state assessments. All evidence-based programs are vetted and approved for best practices.

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
Our literacy coach with administration will facilitate bi-weekly grade-level collaborative planning and provide support on how to develop benchmark-aligned lessons. The literacy coach will also assist in providing coaching cycles and professional learning to assist teachers in the implementation of instructional practices.	Arduser, Stella, ardusesd@gm.sbac.edu
The administrative team will conduct walkthroughs in all grade-level classrooms daily and provide explicit feedback to teachers on a weekly basis in order to monitor the delivery of high-quality tier-one instruction and transfer of lesson development from common planning.	Arduser, Stella, ardusesd@gm.sbac.edu

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school's SIP, UniSIG budget and SWP will be disseminated to all stakeholders via the school's webpage, Title I annual meeting, and initial SAC meeting, as well as copies placed in the Parent Family Resource area for stakeholders to access throughout the academic year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building positive relationships with parents, families, and other community stakeholders is paramount. Additionally, communication is crucial. All grade-level teams regularly communicate with families via Class Dojo, take-home folders, and planners. Monthly Title I newsletters include information from all grade levels and are sent home with all students. Families are contacted via phone, email, text message, and backpack notices. SAC meetings, mentor programs, and other school gatherings all incorporate community stakeholders. Throughout the academic year, Title I family nights are held. These events feature discussions on technology, reading, math, science, and data. At our yearly school carnival, families are also welcome.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Teachers will provide standards-based instruction to all students, in whole and small groups, that matches the level of content complexity required, assessments that are aligned to test item

specifications, and reteaching based on a review of relevant data during and after the school day. This will be monitored and supported through planning, walkthroughs, and data.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Title I program will provide parent and family activities to all parents in improving their child's education. The University of Florida will enhance parent and family events by incorporating college and access to resources, digital media, and student volunteers. The Parent Academy will support family engagement through parent skills trainings and connections to local service agencies.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Rawlings Elementary will be implementing the Capturing Kids' Hearts program as a strategy to address this area.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Rawlings Elementary will be implementing the Capturing Kids' Hearts program as a strategy to address this area.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning will be provide to staff on the implementation and monitoring of student data from the iReady program. Teacher will also be engaged in regularly schedule collaborative planning. The need for additional collaborative planning was determined based on teacher feedback and survey. With additional PD in ELA instruction teachers will have an additional hour each week to come together and collaboratively plan to implement best practices from the Reading First ELA PDs scheduled throughout the school year. Due to the increased planning time for teachers ELA proficiency will increase 20% on the Spring 2024 FAST ELA.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Rawlings Elementary facilitates the annual Kindergarten Round-up event to assist families of incoming Kindergarten students with registration requirements and Kindergarten Readiness activities to ensure a smooth transition.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$149,194.36
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6110	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$720.00
			Notes: Monthly travel for Family Liaison and Attendance Officer \$40/month each for 9 months to visit homes as needed throughout the year to support attendance, behavior, and academic progress.			
	6110	160	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$27,587.52
			Notes: Salary - 1, 8-hour daily Attendance Officer to work with students and families to resolve problems with truancy and school referrals and to connect families with community agencies.			
	6110	210	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$3,743.63
			Notes: Retirement @ 13.57% for 1, 8-hour daily Attendance Officer to work with students and families to resolve problems with truancy and school referrals and to connect families with community agencies.			
	6110	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$2,110.45
			Notes: SSI Benefits @ 7.65% for 1, 8-hour daily Attendance Officer to work with students and families to resolve problems with truancy and school referrals and to connect families with community agencies.			
	6110	230	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$8,473.00
			Notes: Insurance Benefits for 1, 8-hour daily Attendance Officer to work with students and families to resolve problems with truancy and school referrals and to connect families with community agencies.			
	6110	290	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$140.70
			Notes: Early Retirement @ 0.51% for 1, 8-hour daily Attendance Officer to work with students and families to resolve problems with truancy and school referrals and to connect families with community agencies.			
	6400	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$7,482.80
			Notes: General Travel Expenses for FASRO (Florida Association of School Resource Officers) Conference for Student Services Team (1 BRT, 1 Attendance Officer, and 2 Behavior Paras) Conference fee @ \$400 each Hotel @ \$250 per night for four nights per person Per Diem Meals (5 days at \$36/day/ person) Mileage (4 cars at \$120.70 each) Tolls (4 car at \$30 each) Parking (4 cars at \$28.per day each)			
	7730	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$1,870.70

			<i>Notes: General Travel Expenses for FASRO Conference for Administrator (1 Assistant Principal) Conference fee @ \$400 each Hotel @ \$250 per night for four nights Per Diem Meals (5 days at \$36/day) Mileage (1 car at \$120.70) Tolls (1 car at \$30) Parking (1 car at \$28.per day)</i>			
	7300	110	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A	1.0	\$72,765.60
			<i>Notes: Salary - Supplemental Assistant Principal</i>			
	7300	210	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$9,874.29
			<i>Notes: Retirement Benefits - Supplemental Assistant Principal</i>			
	7300	220	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$5,566.57
			<i>Notes: SSI Benefits - Supplemental Assistant Principal</i>			
	7300	230	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$8,488.00
			<i>Notes: Insurance Benefits - Supplemental Assistant Principal</i>			
	7300	290	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$371.10
			<i>Notes: Early Retirement Benefits - Supplemental Assistant Principal</i>			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$198,852.23
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	110	0341 - Marjorie Kinnan Rawlings Elem	UniSIG	0.11	\$11,274.46
			<i>Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.</i>			
	6300	210	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$1,529.94
			<i>Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist</i>			
	6300	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$862.50
			<i>Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist</i>			
	6300	230	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$933.68
			<i>Notes: Insurance benefits for School Improvement Principal Specialist</i>			
	6300	290	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$57.50
			<i>Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist</i>			
	6300	120	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$35,720.00
			<i>Notes: 47 Teacher Stipends for 38 hours each @ \$20/hr. for Collaborative Planning from August 30, 2023 - May 29, 2024. This activity was pre-approved by BSI via email on August 22, 2023.</i>			

	6300	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$2,732.58
			<i>Notes: SSI Benefits @ 7.65% for 47 Teacher Stipends for 38 hours each @ \$20/hr. for Collaborative Planning</i>			
	6400	390	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$9,375.00
			<i>Notes: Contract Services for 75 Substitutes (3/teacher) for 2 sessions of Planning Days/ Data Chats throughout the year at \$125 per day</i>			
	6400	390	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$717.19
			<i>Notes: SSI Benefits @ 7.65% for Contract Services for 75 Substitutes (3/teacher) for 2 sessions of Planning Days/Data Chats throughout the year at \$125 per day</i>			
	6400	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$3,527.40
			<i>Notes: General Travel Expenses for the Building Expertise Educators' Conference for 2 teachers Conference fee @ \$899 each - \$1798.00 \$275 per night for two nights X 2 teachers - \$1,100.00 Per Diem Meals (3 days at \$36/dayx 1 teachers) - \$216.00 Mileage (2 cars at \$120.70) - \$241.40 Tolls (2 cars at \$30) - \$60.00 Parking (2 cars at \$28.per day) - \$112.00</i>			
	7730	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$1,763.70
			<i>Notes: General Travel Expenses for the Building Expertise Educators' Conference for 1 administrator Conference fee - \$899 \$275 per night for two nights - \$550.00 Per Diem Meals (3 days at \$36/day) - \$108 Mileage (1 car at \$120.70) Tolls (1 car at \$30) Parking (1 car at \$28.per day) - \$56</i>			
	6300	120	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$640.00
			<i>Notes: 8 Teacher Stipends for 4 hours each @ \$20/hr. for Team Leaders and BRT with the Administrative team and IIC participate in a planning meeting during July 2024 (two weeks before GEAR UP Week). The team leaders are selected by their colleagues per the Collective Bargaining Agreement</i>			
	6300	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$48.96
			<i>Notes: SSI Benefits @ 7.65% for 8 Teacher Stipends for 4 hours each @ \$20/hr. for Team Leaders and BRT with the Administrative team and IIC participate in a planning meeting during July 2024</i>			
	6400	130	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$80.00
			<i>Notes: 1 Instructional Stipend for 4 hours each @ \$20/hr. for the Instructional Intervention Coach to meeting with Team Leaders, the BRT and the Administrative team to participate in a planning meeting during July 2024.</i>			
	6400	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$6.12
			<i>Notes: SSI Benefits @ 7.65% for 1 Instructional Stipend for 4 hours each @ \$20/hr. for the Instructional Intervention Coach to meeting with Team Leaders, the BRT and the Administrative team to participate in a planning meeting during July 2024</i>			
	6300	510	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$179.82
			<i>Notes: General office supplies (pens, pencils, paper, markers, chart paper, folders) needed to facilitate the Team Leaders Planning session.</i>			
	7730	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$4,631.43

			<i>Notes: General Travel Expenses for BSI Conference for Administrators: Hotel (3 nights x 3 admin) @ \$389.00 per night BSI Conference for Administrators: Per Diem Meals (4 days at \$36/day) BSI Conference for Administrators: Mileage (3 cars at \$120.68) BSI Conference for Administrators: Tolls (3 cars at \$30) and Parking (3 cars at \$28 per day)</i>			
	6400	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$1,573.83
			<i>Notes: General Travel Expenses for BSI Conference for Coaches: Hotel (3 nights x 1 coach) @ \$389.00 per night BSI Conference for Coaches: Per Diem Meals (4 days at \$36) BSI Conference for Coaches: Mileage (1 car at \$120.70) BSI Conference for Coaches: Tolls (1 car at \$30) and Parking (1 car at \$28 per day)</i>			
	6400	130	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$360.00
			<i>Notes: 1 Instructional Stipends for 18 hours @ \$20/hr. for the Instructional Coach to attend the BSI Conference.</i>			
	6400	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$27.54
			<i>Notes: SSI Benefits @ 7.65% for 1 Instructional Stipends for 18 hours @ \$20/hr. for the Instructional Coach to attend the BSI Conference.</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$350.00
			<i>Notes: Field Trip Entry Fee - 70 students @ \$5 each for the Kindergarten Field Trip to see The Ladybug Performance at the University of Florida</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.49
			<i>Notes: School Bus Transportation for the Kindergarten Field Trip to see The Ladybug Performance at the University of Florida. 3.50 hrs. x \$25.00 per hr. = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.49</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$350.00
			<i>Notes: Field Trip Entry Fee - 70 students @ \$5 each for the Kindergarten Field Trip to see The Nutcracker Performance at the University of Florida.</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.49
			<i>Notes: School Bus Transportation for the Kindergarten Field Trip to see The Nutcracker Performance at the University of Florida. 3.50 hrs. x \$25.00 per hr. = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.49</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$700.00
			<i>Notes: Field Trip Entry Fee - 70 students @ \$10.00 per student for the 1st Grade Field Trip to Crossroads Farm.</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.50
			<i>Notes: School Bus Transportation for the 1st Grade Field Trip to Crossroads Farm. 3.50 hrs x \$25.00 per hr = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.50</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$480.00
			<i>Notes: Field Trip Entry Fee - 70 students and 10 teachers @ \$6.00 per student and teacher for the 1st Grade Field Trip to Santa Fe Zoo.</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.50

			<i>Notes: School Bus Transportation for the 1st grade Field Trip to Santa Fe Zoo In Gainesville, FL 3.50 hrs. x \$25.00 per hr. = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.50</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$480.00
			<i>Notes: Field Trip Entry Fee - 70 students and 10 teachers @ \$6.00 per student and teacher for the 2nd Grade Field Trip to Santa Fe Zoo.</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.50
			<i>Notes: School Bus Transportation for the 2nd grade Field Trip to Santa Fe Zoo In Gainesville, FL 3.50 hrs. x \$25.00 per hr. = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.50</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$1,116.50
			<i>Notes: Field Trip Entry Fees for 70 3rd grade students @ \$15.95 each to participate in the educational program at the Jacksonville Zoo.</i>			
	7800	360	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$3,850.00
			<i>Notes: Charter Bus Transportation Rental Fees for 2 buses at \$1,925 each to the Jacksonville Zoo for the 3rd grade Field Trip</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$425.00
			<i>Notes: Field Trip Entry Fee for 85, 4th grade students @ \$5 each to see The Ladybug Performance at the University of Florida.</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.50
			<i>Notes: School Bus Transportation for the 4th grade Field Trip to see The Ladybug Performance at the University of Florida 3.50 hrs. x \$25.00 per hr. = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.50</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.50
			<i>Notes: School Bus Transportation for the 4th grade Field Trip to Natural History Museum In Gainesville, FL 3.50 hrs. x \$25.00 per hr. = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.50</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$425.00
			<i>Notes: Field Trip Entry Fee for 85, 4th grade students @ \$5 each to see The Nutcracker Performance at the University of Florida.</i>			
	7800	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$119.50
			<i>Notes: School Bus Transportation for the 4th grade Field Trip to see The Nutcracker Performance at the University of Florida. 3.50 hrs. x \$25.00 per hr. = \$87.50 / 16 miles x \$2.00 per mile = \$32.00. The estimated price for this trip will be \$119.50</i>			
	5900	330	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$8,580.00
			<i>Notes: Field Trip Entry Fees for 132, 4th and 5th grade students @ \$65 each to attend the educational program at Kennedy Space Center</i>			
	7800	360	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$7,700.00
			<i>Notes: Charter Bus Transportation Rental Fees for 4 buses at \$1,925.00 each for the 4th and 5th grades Field Trip to Kennedy Space Center</i>			

	6400	130	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$58,683.00
			<i>Notes: Salary - Title I Instructional Intervention Coach</i>			
	6400	210	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$7,963.28
			<i>Notes: Retirement Benefits - Title I Instructional Intervention Coach</i>			
	6400	220	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$4,489.25
			<i>Notes: SSI Benefits - Title I Instructional Intervention Coach</i>			
	6400	230	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$8,473.00
			<i>Notes: Insurance Benefits - Title I Instructional Intervention Coach</i>			
	6400	290	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$299.28
			<i>Notes: Early Retirement Benefits - Title I Instructional Intervention Coach</i>			
	5100	369	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$7,192.50
			<i>Notes: IReady Student Licenses (210 3rd-5th grade students @ 34.25 per student)</i>			
	5100	369	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$2,006.00
			<i>Notes: IReady Teacher Toolbox Access</i>			
	6400	310	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$2,000.00
			<i>Notes: Consultant for IReady Training: 1 PD Session</i>			
	5100	520	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$3,394.05
			<i>Notes: 3rd-5th Magnetic Reading Student Workbooks</i>			
	5100	520	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$2,897.74
			<i>Notes: 5th Grade J & J Bootcamp Materials</i>			
3	III.B.	Area of Focus: Instructional Practice: Differentiation				\$234,840.91
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$15,509.34
			<i>Notes: Supplemental Student Workbooks - Acaletics Math 60 sets of the Quik-Pik workbooks 1-4 for 3rd Grade @ \$39.80/set 60 Pre/Post Assessments for 3rd grade @ \$9.95 each 60 sets of the Strand Review workbooks 1 & 2 for 3rd grade @ \$13.90/set 60 Winter Break Prep Booklets for 3rd Grade @ 3.49 each 95 sets of the Quik-Pik workbooks 1-4 for 4th Grade @ \$39.80/set 95 Pre/Post Assessments for 4th grade @ \$9.95 each 95 sets of the Strand Review workbooks 1 & 2 for 4th grade @ \$13.90/set 95 Winter Break Prep Booklets for 4th Grade @ 3.49 each 55 sets of the Quik-Pik workbooks 1-4 for 5th Grade @ \$39.80/set 55 Pre/Post Assessments for 5th grade @ \$9.95 each 55 sets of the Strand Review workbooks 1 & 2 for 5th grade @ \$13.90/set 55 Winter Break Prep Booklets for 5th Grade @ 3.49 each Shipping \$1,409.94</i>			
	6400	310	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$6,000.00

			<i>Notes: Training Consultant for 3, 6-hour on-site training sessions @ \$2000/session for the Acaletics Math program</i>			
	5900	120	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$1,998.00
			<i>Notes: 2 Teacher Stipends to provide 9, 3 hour session @ an average hourly rate of \$37/hr. for small group intervention instruction for Extended Day Intervention (Saturday School). Teachers are selected base on their experience with working with children in the targeted grade levels and their appraisal rating.</i>			
	5900	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$152.85
			<i>Notes: SSI Benefits @ 7.65% for 2 Teacher Stipends to provide 9, 3 hour session @ an average hourly rate of \$37/hr. for small group intervention instruction for Extended Day Intervention (Saturday School).</i>			
	6400	130	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$2,828.00
			<i>Notes: 1 Instructional Stipend for the Instructional Intervention Coach to provide 101 hours @ \$28/hr. for coaching support and program facilitation to 8 teachers and up to 64 students participating in the Extended Day Intervention program (After-School Tutoring). Based on our ESSA subgroups performance on the FAST, both our African American and SWD groups will be targeted for EDI. After EDI tutoring both subgroups will increase their learning gains on the Spring 2024 Math FAST by 40%.</i>			
	6400	220	0341 - Marjorie Kinnan Rawlings Elem	UniSIG		\$216.34
			<i>Notes: SSI Benefits @ 7.65% for 1 Instructional Stipend for the Instructional Intervention Coach to provide 101 hours @ \$28/hr. for coaching support and program facilitation to 8 teachers and up to 64 students participating in the Extended Day Intervention program (After-School Tutoring).</i>			
	5100	120	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A	2.3	\$125,770.47
			<i>Notes: Salary - 3 Intervention Teachers</i>			
	5100	210	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$17,067.05
			<i>Notes: Retirement Benefits - 3 Intervention Teachers</i>			
	5100	220	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$9,621.44
			<i>Notes: SSI Benefits - 3 Intervention Teachers</i>			
	5100	230	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$23,724.40
			<i>Notes: Insurance Benefits - 3 Intervention Teachers</i>			
	5100	290	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$641.43
			<i>Notes: Early Retirement Benefits - 3 Intervention Teachers</i>			
	5100	150	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$17,242.20
			<i>Notes: Salary - Instructional Paraprofessional</i>			
	5100	210	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$2,339.77
			<i>Notes: Retirement Benefits - Instructional Paraprofessional</i>			

	5100	220	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$1,319.03
			<i>Notes: SSI Benefits - Instructional Paraprofessional</i>			
	5100	230	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$8,473.00
			<i>Notes: Insurance Benefits - Instructional Paraprofessional</i>			
	5100	290	0341 - Marjorie Kinnan Rawlings Elem	Title, I Part A		\$87.94
			<i>Notes: Early Retirement Benefits - Instructional Paraprofessional</i>			
	5100	120	0341 - Marjorie Kinnan Rawlings Elem			\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			
	5100	220	0341 - Marjorie Kinnan Rawlings Elem			\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			
Total:						\$582,887.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No