

Pinellas County Schools

Marjorie Kinnan Rawlings Elem



2021-22 Schoolwide Improvement Plan

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Marjorie Kinnan Rawlings Elem

6505 68TH ST N, Pinellas Park, FL 33781

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

Demographics

Principal: Rebecca Moore A

Start Date for this Principal: 7/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (46%) 2017-18: C (46%) 2016-17: C (52%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Pinellas County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Aligned to the Pinellas County Schools District Vision of 100% Student Success, MK Rawlings Elementary's vision is to provide a learning environment that will enable each child to reach his or her full potential.

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	
Moore, Rebecca	Principal	Instructional Leader, Goal Manger and facilitator of the entire SIP Plan, Equity Champion. Budget Manger, Observer and Coach, Data Champion, PLC and PD Facilitator. Responsible for the total operational management of the school.	
Morehouse, Jeane	Assistant Principal	Instructional Leader and Facilitator, Goal Manger and facilitator of the entire SIP Plan, Instructional Leader, Budget Manger, Observer and Coach, PBIS Facilitator, PLC and PD Facilitator. Oversees curriculum materials, discipline, safety and transportation.	
Oester , Jacqueline	Other	MTSS Coach	
Bennett, Cindy	Guidance Counselor	Support the school mission and vision, SIP Attendance Goal Manager, Lead PD in the area of SEL, Support school wide PBIS System, SAVE Team Facilitator, Safe Teams Member, Provide Guidance and Counseling as identified and need, Member of CST.	
Jankowski, Patricia	Other	ELL Teacher	Monitor of the ELL Model Performance Indicators in all improvement areas.
Wisowaty, Michelle	Other	Teacher, PE	PE teacher, Wellness Champion, Facilitates wellness activities for students and staff

Demographic Information

Principal start date

Thursday 7/22/2021, Rebecca Moore A

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.*

3

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.*

8

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

435

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

6

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	80	72	69	83	74	0	0	0	0	0	0	0	415
Attendance below 90 percent	0	24	22	20	19	20	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	0	0	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	10	17	16	16	14	9	0	0	0	0	0	0	0	82

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 6/22/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	50	81	86	85	89	103	0	0	0	0	0	0	0	494
Attendance below 90 percent	0	25	30	23	23	33	0	0	0	0	0	0	0	134
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	32	0	0	0	0	0	0	0	32

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	2	0	23	0	0	0	0	0	0	0	25

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	81	86	85	89	103	0	0	0	0	0	0	0	494
Attendance below 90 percent	0	25	30	23	23	33	0	0	0	0	0	0	0	134
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	32	0	0	0	0	0	0	0	32

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	0	23	0	0	0	0	0	0	0	25

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	56%	-17%	58%	-19%
Cohort Comparison						
04	2021					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison		-39%				
05	2021					

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison						
04	2021					
	2019	58%	64%	-6%	64%	-6%
Cohort Comparison		-50%				
05	2021					
	2019	47%	60%	-13%	60%	-13%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	54%	-10%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1 NWEA ELA MAP and NWEA Math MAP: Fall, Winter, Spring.

Grades 2-5 NWEA ELA MAP: Fall and Winter and NWEA Math MAP: Fall, Winter, Spring.

Grade 5 Science: District Science Cycle 1 and 2 assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/54%	23/32%	29/40%
	Economically Disadvantaged	25/56%	12/26%	15/32%
	Students With Disabilities	2/29%	0/0%	1/14%
	English Language Learners	4/50%	2/25%	2/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/57%	33/48%	31/43%
	Economically Disadvantaged	23/55%	22/48%	17/36%
	Students With Disabilities	3/50%	3/43%	2/29%
	English Language Learners	3/43%	2/25%	2/25%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/33%	27/38%	32/44%
	Economically Disadvantaged	13/28%	17/35%	21/43%
	Students With Disabilities	1/14%	2/29%	2/29%
	English Language Learners	2/22%	2/22%	2/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/35%	25/36%	28/39%
	Economically Disadvantaged	16/34%	16/34%	19/39%
	Students With Disabilities	1/14%	2/29%	3/43%
	English Language Learners	3/33%	4/44%	4/40%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/46%	39/47%	
	Economically Disadvantaged	21/41%	25/49%	
	Students With Disabilities	0/0%	3/60%	
	English Language Learners	2/20%	3/30%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43/52%	50/60%	
	Economically Disadvantaged	24/47%	27/53%	
	Students With Disabilities	0/0%	5/100%	
	English Language Learners	4/40%	4/40%	
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/38%	24/33%	
	Economically Disadvantaged	20/34%	18/29%	
	Students With Disabilities	0/0%	1/13%	
	English Language Learners	0/0%	0/0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/24%	18/25%	18/26%
	Economically Disadvantaged	13/23%	14/23%	15/26%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/17%	0/0%	1/17%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		32/34%	33/36%	
	Economically Disadvantaged		15/27%	16/30%	
	Students With Disabilities		1/6%	3/20%	
	English Language Learners		3/18%	4/24%	
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		41/44%	44/49%	45/48%
	Economically Disadvantaged		19/34%	21/39%	22/39%
	Students With Disabilities		4/25%	6/40%	3/20%
	English Language Learners		5/29%	8/50%	8/50%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		67/76%	80/86%	
	Economically Disadvantaged		39/75%	46/84%	
	Students With Disabilities		7/54%	12/80%	
	English Language Learners		13/77%	12/71%	
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	38	25	22	41	36	20				
ELL	38	56		55	67		60				
ASN	58	63		86	80		73				
BLK	18	36	28	25	21	16	6				
HSP	38	49		45	58		31				
MUL	47	50		53	57						
WHT	51	56	46	59	55	45	50				

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
FRL	35	47	39	42	45	35	34				
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	16	23		27	31						
ELL	35	30		58	70		36				
ASN	61	61		84	79		75				
BLK	20	15		25	30	15	38				
HSP	41	38		63	62		61				
MUL	41	36		72	83						
WHT	43	38	32	60	55	31	65				
FRL	36	34	23	54	58	33	59				

ESSA Data Review

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)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When analyzing ELA progress monitoring and state assessment data across grade levels, the percentage of students identified as proficient maintained when comparing Fall and Winter data. Though over all ELA progress monitoring data was stagnant, there was an increase in proficiency in the SWD subgroup. Subgroup proficiency data continues to fall below overall grade level and school data. SWD- 25%, ELL- 21%, AA- 28%.

Math progress monitoring data indicated an increase in proficiency when comparing Fall to Winter and Spring data. All grade levels with the exception of 1st and 4th grade increased the percentage of students proficient. SWD students also increased their proficiency. Subgroup proficiency data in math also continues to fall below overall grade level and school data. SWD- 39%, ELL- 37%, AA- 28%.

5th grade Science progress monitoring indicated proficiency growth from Fall to Winter with an increase from 76% to 86%.

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

English Language Learner students, using ELA and Math progress monitoring data, are demonstrating the greatest need for improvement. 38% of students within this subgroup earned a proficient score on the Spring 2019 FSA ELA and according to progress monitoring data are projected a 17 percent decrease to 21% of our ELL students earning a proficient score on the Spring 2021 FSA ELA. 55% of students within this subgroup earned a proficient score on the Spring 2019 FSA Math and according to progress monitoring data, are projected a 18 percent decrease to 37% of our ELL students earning a proficient score on the Spring 2021 FSA Math.

African American students continue to demonstrate a need for improvement. 18% of students within this subgroup earned a proficient score on the Spring 2019 FSA ELA and according to progress monitoring project a 10 percent increase to 28% of our African American students earning a proficient score on the Spring 2021 FSA ELA.

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

Our English Language Learner students are lacking knowledge of academic language/ content-based vocabulary, background knowledge due to cultural barriers, in conjunction with the foundational and critical thinking skills required to grapple with the demands of the standards at their current grade levels, thus often scoring in the lowest 25%. ELL teachers will need to collaboratively plan, strategize, instruct and support our ELL students, continuing to push into the classroom. Teachers will need to focus on vocabulary and building of background knowledge. Small group instruction will focus on

deficit skills and strategies using explicit and targeted instruction. ELL students will be monitored and given preference for Tier 2 and Tier 3 instruction in addition to support from their ELL teachers.

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

Based on the 2019 FSA, ELA Learning gains improved across many subgroups including; SWD increased by 15% from 23% to 38%, ELL increased by 33% from 23% to 56%, Black increased by 21% from 15% to 36%, Hispanic increased 11% from 38% to 49%, Multi increased by 14% from 36% to 50%, White increased by 14% from 38% to 56%, and FRL increased 16% from 23% to 39%.

ELA Achievement increased for SWD by 12%, from 16% to 28% and White increased by 10%.

ELA L25s gained 14%, from 32%-46% for White and 16%, from 23%-39%, for FRL.

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

Inclusion instruction supported the ELA learning gains and L25 growth as classroom teachers and ESE or ELL teachers worked as a team to plan, strategize, instruct, and support learners across the school as a team. The teams continue to strengthen thereby improving as we continue this work. The ESE and ELL teachers pushed in to classrooms across grade levels and classrooms which enabled them to take note and utilize smart work and supported implementation in other classroom. Classroom teachers ensured students utilized Istation to strengthen students reading skills and rewarded students making gains in various way. Succinct acceleration lessons were new this year and supported the improvement. This year we also had a full-time Literacy Coach making it easier for teachers to gain information and training in a more expeditious manner.

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

Explicit instruction of content based vocabulary and accelerated ELA instruction will need to be continued. Professional development for all classroom, ESE, and ELL teachers will support this work. Continuing to support teachers pushing students to do the heavy lifting in learning as they provide support and encouragement will further support acceleration. Continue to use the Acceleration plans for small groups in Gr. 3-5.

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

Professional Development opportunities will be provided at monthly curriculum meetings, PLCs, and data chats. Professional Development opportunities will be provided and supported for teachers in grades K-2 on the ELA B.E.S.T Standards. Professional Development will be provided on a monthly basis, tailored to specifically meet the needs of individual teams or teachers.

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

For the 2021-22 and 2022-23 school year we will be a Project 23 school. A Reading and Math interventionist will work with small groups in Gr, K-3. This will develop reading fluency and math numeracy in our K-3 scholars, focusing on early intervention. A full time school based Literacy Coach has been funded to provide on site support for

teachers and staff (Coaching, planning and providing professional development). Continue to build capacity in the area of Math with our Math Teacher Leader Institute Cohort.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Instructional practice has a tremendous impact on student learning. If instruction is rigorous, data driven, standards based and student centered, scholars will be able to master grade level standards. This was identified as a critical need based on 2021 FSA data and 2020 Winter MAP data. Our performance level on the 2021 FSA was 40%. Projected proficiency rates based on 2020 Winter MAP in grades 3-5 was 41%.

Measureable Outcome:

The percent of all students achieving ELA proficiency will increase from 40% to 55%, as measured by the 2022 FSA.

The percent of all students achieving ELA learning gains will increase from 48% to 58%, as measured by the 2022 FSA . The percent of all L25 students achieving ELA learning gains will increase from 57% to 60%, as measured by the 2022 FSA. The percent of 3-5th grade students projected to achieve ELA proficiency will increase from 43% to 55%, as measured by Winter MAP data.

Monitoring:

This will be monitored by daily formative assessments by the classroom teacher, module assessments, ISIP data, and MAP assessments. Monthly data chats will be held with Administration, MTSS Coach and grade level teams. Students will monitor their data and set goals in their data binders.

Person responsible for monitoring outcome:

Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy:

Alongside ELA Champions and School based literacy coach, we will facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction)

Rationale for Evidence-based Strategy:

To support 100% success rate of all students and our L25 students receive individualized ELA instruction to ensure academic learning gains. Evidence is based on FSA data, MAP scores, module assessments, and ISIP.

Action Steps to Implement

Teachers will design and deliver rigorous instruction for instruction in both reading and writing according to research-based principles by utilizing coaches, cohort teachers, and teacher leaders to support increased rigor. Teachers will cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued.

Person Responsible

Rebecca Moore (moorere@pcsb.org)

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback

Person Responsible

Rebecca Moore (moorere@pcsb.org)

Teachers will provide differentiated daily small group reading instruction to all readers, regardless of additional supports outside of the classroom.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction and providing targeted feedback to students on growth toward the standard (data chats).

Person Responsible Rebecca Moore (moorere@pcsb.org)

Reading coach will provide support to teachers in all grade levels, including modeling, co teaching, conferencing, developing lessons, lesson planning and professional development. ELA champions/cohort teachers will be empowered to develop as literacy leaders (ex: co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices).

Person Responsible Rebecca Moore (moorere@pcsb.org)

Include regular collaborative opportunities (Collaborative planning) to rehearse and refine practices, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward. Data chats will be conducted on a monthly basis to analyze data and make instructional and school based decisions to move scholars forward academically. The Leadership Team will plan and calendar dates for this work. Monitor L25 and L35 data and provide supports such as ELP enrollment and interventions provided by Title 1, VE Resource, and ESOL. Ensure that L25 students are assigned to the most highly qualified teachers to provide for maximum support. Administrators will use teacher VAM data and walk through data to make determinations.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Develop an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPi) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can Do Approach and MPi to support classroom differentiated planning and instruction, based on ELs' language proficiency levels

Person Responsible Patricia Jankowski (jankowskip@pcsb.org)

Calendar dates for all ELA training including pre-school, monthly staff training, and weekly PLCs. Teachers will be provided with support and PD to increase their knowledge of the science of reading & evidence-based practices. PD will also focus on phonics instruction, vocabulary instruction and building phonological awareness with their students. K-2 teachers will be provided support on implementing the B.E.S.T ELA Standards.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA teachers learn from and inspire one another. We will recruit/retain a strong ELA Champion at each grade level. Leaders and teachers will attend ELA Champion meetings 3 x a year and partner to empower ELA champions/cohort teachers to develop as literacy leaders by co-planning and co-facilitating classroom visits. Utilize district model classroom support documents when planning & facilitating classroom visits.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Administration and Literacy Coach will provide support and actionable feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction. The ELA Walkthrough tool and other ELA tools will be utilized to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Rebecca Moore (moorere@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Instructional practice has a tremendous impact on student learning. If mathematics instruction is rigorous, data driven, standards based and student centered, scholars will be able to master grade level standards. This was identified as a critical need based on 2021 FSA data and 2020 Winter MAP data. Our performance level on the 2021 FSA was 50%. Projected proficiency rates based on 2020 Winter MAP in grades 3-5 was 45%.

Measureable Outcome: The percent of all students achieving math proficiency will increase from 50% to 60%, as measured by the 2022 FSA. The percent of all students achieving Math learning gains will increase from 50% to 60%, as measured by FSA. The percent of all L25 students achieving Math learning gains will increase from 32% to 50%, as measured by the 2022 FSA. The percent of 3-5th grade students projected to achieve math proficiency will increase from 45% to 60%, as measured by Winter MAP data.

Monitoring: This will be monitored by daily formative assessments (Exit tickets, etc) by the classroom teacher, Unit assessments, Dreambox data and MAP assessments. Monthly data chats will be held with Administration, MTSS Coach and grade level teams. Students will monitor their data and set goals in their data binders.

Person responsible for monitoring outcome: Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy: Classroom teachers will use Ready Classroom Mathematics, Dreambox Learning, and Number Routines to provide rigorous, student-centered instruction daily.

Rationale for Evidence-based Strategy: When rigorous, student centered instruction occurs, the level of active engagement also increases. The more actively engaged students are, the more likely they are to comprehend the standard at the level necessary to perform successfully. FSA and MAP projection data was used to determine the strategy that would be used.

Action Steps to Implement

Teachers will deliver rigorous instruction, designed according to research-based principles by utilizing coaches and teacher leaders to support increased rigor.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Administration will monitor the flow of the math block in every class (at least weekly) for pacing. This will include monitoring for rigorous, grade level content delivery, purposeful practice, and remediation/enrichment. Support and actionable feedback will be provided to teachers as needed based on observations. Different points of the math block will be monitored to include transitions/warm-up, core instruction, practice, and intervention/enrichment.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will utilize multiple forms of assessments (Pre-requisite checks, unit assessments, lesson quizzes, exit tickets, etc) to inform instruction and allow students to represent and share their thinking in multiple ways. Student work will be used to guide analysis of student learning in grade level PLCs.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Monitor L25 and L35 data and provide supports such as ELP enrollment and interventions provided by Title 1, VE Resource, and ESOL.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Calendar dates for all trainings focused on mathematics, including pre-school, monthly staff trainings, and weekly PLCs. Utilize district planning documents to incorporate mathematics unit planning into the calendar.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will engage in mathematics unit planning during monthly collaboration planning time. This will be supported by Administration, MTSS coach, Math Teacher Leaders and Just in Time Coaches

Person Responsible Rebecca Moore (moorere@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Instructional practice has a tremendous impact on student learning. Science instruction that is rigorous, data driven and student centered will promote mastery of grade level standards. This was identified as a critical need based on 2019 SSA results and 2020-21 Unit Assessments. According to the 2021 SSA results, 50% of students were proficient.

Measurable Outcome: The percent of 5th grade students achieving science proficiency will increase from 50% to 60%, as measured by SSA.

Monitoring: This will be monitored by daily formative assessments by the classroom teacher, Unit assessments, Science Common Assessments, and Diagnostic assessments. Monthly data chats will be held with Administration, MTSS Coach and grade level teams. Students will monitor their data and set goals in their data binders.

Person responsible for monitoring outcome: Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy: Monitor for consistent, effective instruction that promotes student centered learning with rigor for all grade levels. Utilize systemic documents to effectively plan for science units that incorporate the 3- I instructional routine (Ignite-Investigate-Inform Instruction) and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards

Rationale for Evidence-based Strategy: Teachers struggle to implement effective instruction in a timely manner and often fall significantly behind the pacing guide. Because of this, content may be taught with minimal rigor or critical parts not instructed during the school year.

Action Steps to Implement

Teachers will utilize systemic documents to effectively plan for science units that incorporate the 3- I instructional routine (Ignite-Investigate-Inform Instruction) and include appropriate grade level utilization of science labs in alignment to the 1st - 5th grade standards.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th Grade Fall Diagnostic Assessment and revise after data analysis of the Spring Mock SSA.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Teachers will support the 5E instructional model through identification and understanding of each component [Engage, Explore, Explain, Elaborate, Evaluate] as identified in each elementary science unit grades 1- 5

Person Responsible Rebecca Moore (moorere@pcsb.org)

Offer after school STEM Academies to students in grades 2 through 5.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Facilitate science professional development through monthly curriculum meetings and weekly PLCs. Grow teacher leaders in science.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Our current level of performance is 28% projected proficiency in ELA and 28% projected proficiency in Math, as evidenced in 2020 ELA and Math Winter MAP data. The problem/gap is occurring because lack of culturally responsive teaching and rigor. If culturally responsive training and support and modeling of rigorous lessons occurs, the proficiency would increase to 55% in ELA and 55% in Math.

Measureable Outcome: The percent of black students achieving ELA and Math proficiency will increase from 24% proficiency in ELA to 55% and 35% proficiency in Math to 55% as measured by the 2022 FSA. The percent of 3-5th grade black students projected to achieve ELA and math proficiency will increase from 28% to 55%, as measured by Winter MAP data.

Monitoring: Data will be monitored, informally and formally, including MAP and other formative assessments regularly to ensure Black students are making progress to reach our goal in addition to daily administrative walk-throughs.

Person responsible for monitoring outcome: Rebecca Moore (moorere@pcsb.org)

Evidence-based Strategy: Implement culturally relevant instructional practices in classrooms including cooperative and small group settings, music and movement, explicit vocabulary instruction, opportunities to share/explain thinking, monitoring with feedback, and deliberate use of cultural references in lessons. Identify black students to ensure participation in extended learning opportunities and enrichment before and after school. Provide culturally relevant books, resources, and technology to supplement core instruction representing diverse perspectives thereby increasing student engagement.

Rationale for Evidence-based Strategy: The problem/gap is occurring because our Black students may be lacking in knowledge of academic language/content-based vocabulary, foundational skills, and critical thinking skills necessary for the demands of the standards at their current grade levels. Providing scholars with research-based culturally diverse instructional practices, resources, and opportunities to participate will reduce this gap.

Action Steps to Implement

Teachers will consider cultural backgrounds to plan and deliver targeted instruction based on the academic needs of their Black students. Teachers will be intentionally mindful of racially disparate outcomes while planning for their instruction.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers will be intentionally mindful of racially disparate outcomes considering cultural backgrounds to plan and deliver targeted instruction specific to support the academic needs of their Black students.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Teachers and school-based leadership will monitor data, informally and formally on a regular basis, to ensure black students are making progress and adjust as necessary.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Administrators will monitor via walk-throughs and provide targeted actionable feedback.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Assign mentors to black students not meeting proficiency and/or have attendance issues.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our current level of performance is 27% projected proficiency in ELA and 41% projected proficiency in Math as evidenced in 2020 ELA and Math Winter MAP data. The problem/gap is occurring because our ESE students lack foundational skills to engage in rigorous, grade level content. If learning of foundational skills and test taking strategies for grade level content would occur, the problem would be eliminated and we would meet or exceed our goal.
Measurable Outcome:	The percent of ESE students achieving ELA proficiency will increase from 7% proficiency in ELA to 50% proficient and 29% proficiency in Math to 55% proficient as measured by 2022 FSA Assessment. The percent of 3-5th grade SWD students projected to achieve ELA and math proficiency will increase from 27% to 50% in ELA and 41% to 50% in math, as measured by Winter MAP data.
Monitoring:	Data will be monitored, informally and formally, including MAP and other formative assessments regularly to ensure ESE students are making progress to reach our goal in addition to daily administrative walk-throughs.
Person responsible for monitoring outcome:	Rebecca Moore (moorere@pcsb.org)
Evidence-based Strategy:	Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy:	Our ESE students continue to struggle with mastery of grade level content as evidenced by the percentages of Level 1 and Level 2 on the FSA. Our continued efforts to collaboratively plan grade level material with general education teachers and servicing our ESE students via a "push-in" model will provide timely support for increases in proficient performance.

Action Steps to Implement

Classroom and ESE support teachers will co-plan together using on grade level curriculum differentiated to address IEP goals and grade level standards based on the academic needs of their students.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Classroom and ESE support teachers will monitor data, informally and formally on a regular basis, to ensure they are making progress with curriculum and IEP Goals. Adjustments will be made accordingly.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Classroom and ESE support teachers will collect data and monitor progress toward and make adjustments to accommodations and interventions accordingly.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

#6. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

The Average Daily Attendance during the 20/21 school year was 91.7% with 33% of all students missing 10% or more of the school year. When students miss academic instruction, gaps are developed or widened. The more time a student misses school, the higher risk they have of not meeting grade level expectations. Data revealed that of the 33% of students who missed 10% or more of the school year, 32% were Black, 20% were Hispanic and 35.4% were White. Given that there is a significant achievement gap between Black and Non Black students, attendance is a critical area of concern.

Measureable Outcome: By June of 2022, the average daily attendance for all students will increase from 91.7% to 95%.

Monitoring: The Child Study Team will monitor daily attendance and make contact with parents of students who are showing a pattern of non-attendance

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Strengthen the implementation of Tier 1 and 2 interventions to address and support the needs of students

Rationale for Evidence-based Strategy:

Student achievement has a direct correlation with attendance. Students who are absent miss instruction and fall behind creating an achievement gap or widening an existing one. Strengthening Tier 1 will build stronger relationships between the school and families and help identify barriers that are attributing to chronic absences. Strengthening Tier 2 will help personalize early outreach, and allow the school to create a plan to address and overcome barriers. Reduction of absences will support the academic success of all students.

Action Steps to Implement

Have up-to-date contact information for families and emergency contacts. Have multiple forms of contact information: phone, email, text, and parent preference for communication.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Review attendance taking process and school-wide strategies for positive attendance with all staff. The MTSS team will review, refine, and insure use of the plan and the MTSS Coach will share the plan with all staff prior to students returning back to school.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier by the CST and MTSS.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Develop and implement attendance incentive programs and competitions. CST and MTSS will insure this and share with staff.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. CST and MTSS will plan this work.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Review data and effectiveness of school-wide attendance strategies on a biweekly basis by the CST.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). The DMT will monitor this and report concerns to the Principal.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Social worker and support staff will conduct home visits when appropriate.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis by the CST

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

#7. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: According to the 2020-2021 Title I Parent Survey results only 19% of our parents who took the survey felt that during the school year they had direct parent involvement. The problem/gap is occurring because participation barriers such as job responsibilities, not receiving communications from the school, and limited family resources (transportation and childcare) hinder their attendance. Our direct parent involvement saw a large decrease with the transition to virtual meetings. If we continue to offer various times and opportunities and use various platforms (including virtual and traditional events) to encourage parent involvement our direct parent involvement average will increase to 50%, reducing the problem by 31%.

Measureable Outcome: The direct parent involvement average will increase from 19% to 50% as measured by the 2021-2022 Title I Parent Survey.

Monitoring: Family Engagement sign in sheets for academic family engagement events will be monitored.

Person responsible for monitoring outcome: Jacqueline Oester (oesterj@pcsb.org)

Evidence-based Strategy: Effectively communicate with families about their child's progress and school processes/practices using various means including digital platforms. Provide academic tools (digital and face to face) to families in support of their students' achievement at home. Purposefully involve families with opportunities for them to advocate for their child. Intentionally build positive relationships with families and community partners.

Rationale for Evidence-based Strategy: Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. Substantial research supports the importance of family involvement in the elementary school years, and a growing body of intervention evaluations demonstrates that family involvement can be strengthened with positive results for children and their school success. Building positive relationships and communicating data, strategies, and ways to support their child's learning are important in the engagement of families.

Action Steps to Implement

Teachers will conference with their students' parents, to share PMP's, data and strategies to support each individual child. Social media, technology and agendas will be utilized to increase communication.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Families will have access to school resources that include student services, triage support, outside agency referrals, and social and academic tools.

Person Responsible Cindy Bennett (bennettci@pcsb.org)

Academic Family Engagement Events will be offered monthly, with hands on opportunities for parents to practice a new strategy or skill to support their child's learning at home. In addition we will build positive relationships with our families and community stakeholders by offering Meet the Teacher prior to school beginning, our Annual Title I Meeting and Open House.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Staff will build relationships with families including texts and emails, phone calls in native language, use of Lion Bridge for interpreting, and home visits when necessary.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Provide professional development to staff on strategies to build parent communication and engagement.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Staff will document all parent communication in FOCUS using the Parent/Guardian Contact Log tab.

Person Responsible Rebecca Moore (moorere@pcsb.org)

#8. Other specifically relating to Climate & Culture- Conditions for Learning

Area of Focus Description and Rationale:	Our number of ODRs at the end of the 20-21 school year was 64, as evidenced in School Profiles. We expect our number of ODRs to decrease to 50 or less at the end of the 21-22 school year.
Measurable Outcome:	The number of ODRs will decrease from 64 to 50 or less, as measured by school-wide behavior data documented as ODRs in FOCUS and reported on School Profiles in May 2022, when compared to that from the 20-21 school year.
Monitoring:	Data will be monitored monthly at SBLT Equity meetings.
Person responsible for monitoring outcome:	Jeane Morehouse (morehousej@pcsb.org)
Evidence-based Strategy:	Strengthen the implementation of research-based practices that communicate high expectations for each student. Support the implementation engagement strategies that support the development of social and instructional teaching practices. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures through a positive behavior system. Strengthen teachers and instructional support staff to establish and maintain positive relationships with all students through training from the Restorative Practice Team. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures. Provide emotional support to those students who need to better understand their feelings and how to cope with feelings when they are negative.
Rationale for Evidence-based Strategy:	The problem/gap in behavior performance is occurring because inadequate behavioral management strategies are implemented by individual teachers and students have difficulty applying social emotional learning skills. If high leverage strategies for behavioral management, including PBIS/RP/SEL strategies to increase student engagement would occur, the problem would be reduced by 10%.

Action Steps to Implement

During preschool, written documentation of policies, procedures, and clearly defined problem behaviors that emphasize prevention, instruction, and restorative approaches, including a flow chart of behaviors and procedures will be shared with staff.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

Students with a history of 3 or more referrals in the 2020-2021 school year or, incur 3 or more referrals in the 2021-2022 school year will meet with the school counselor weekly to discuss concerns and be encouraged. This will begin the first week of school. The school counselor will share meeting dates and times with the administration via a log and share progress as it is appropriate.

Person Responsible Cindy Bennett (bennettci@pcsb.org)

Continue implementation of school-wide plan of Restorative Practices, Equity, Social Emotional Learning, and Cultural Relevance and monitor and support staff for implementation with fidelity.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

Continue current certification of CPI 1 / CPI 1 & 2 (for Crisis Team Members only)

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix . SBLT will monitor teacher delivery of these lesson plans.

Person Responsible Jeane Morehouse (morehousej@pcsb.org)

School based RPIT (Restorative Practices Intervention Team) will meet monthly to provide support to teachers and staff with Restorative Practices and SEL.

Person Responsible Jacqueline Oester (oesterj@pcsb.org)

#9. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Our current level of performance is pending Silver, as evidenced in Alliance for a Healthier Generation. The problem/gap is occurring because students and families input in school meals is not solicited. If student and family input would occur, our school would have a greater opportunity to continue to be eligible for Silver recognition.
Measureable Outcome:	Our school will be eligible in 6 out of 6 modules with for Silver recognition by April 2022 as evidenced by the Alliance for Healthier Generations Healthy School Program.
Monitoring:	This will be monitored through parent focus groups, surveys and outcomes on health assessments of our scholars.
Person responsible for monitoring outcome:	Michelle Wiszowaty (wiszowatymi@pcsb.org)
Evidence-based Strategy:	Coordinate healthy eating and physical activity policies through a school health team and coordinator. Assess healthy eating and physical activity policies and practices. Use a systematic approach to develop, implement, and monitor healthy eating and physical activity policies. Evaluate healthy eating and physical activity policies. Provide access to healthy foods and physical activity opportunities and to safe spaces, facilities, and equipment for healthy eating and physical activity. Require students in grades K-5 to participate in physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education.
Rationale for Evidence-based Strategy:	When students eat healthy meals, they are more prepared mentally to perform in the classroom on the rigorous tasks provided by the teacher. Schools play a critical role in improving the dietary and physical activity behaviors of children and adolescents. Schools can create environments that are supportive of healthy eating and physical activity by implementing policies and practices. Providing students with learning opportunities that support healthy eating and regular physical activity is also important for students to learn about and practice these behaviors.

Action Steps to Implement

Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Cafeteria manager, and Administrator.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Provide Healthy Schools Program Training

Person Responsible Michelle Wiszowaty (wiszowatymi@pcsb.org)

Provide opportunities for staff to participate in wellness activities throughout the school year

Person Responsible Michelle Wiszowaty (wiszowatymi@pcsb.org)

Provide mental health and SEL training for the staff during pre-school

Person Responsible Cindy Bennett (bennettci@pcsb.org)

All instructional and support staff members will complete the 1 hour Kognito online training and Mental Health training, to teach educators and school personnel to be the effective eyes and ears of student mental health.

Person Responsible Rebecca Moore (moorere@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

M. K. Rawlings was ranked "high," 984th out of 1,395 in the state. We had 6 incidents with our enrollment of 594, 1.0 incidents per 100 students, in the 2020-2021 school year. We had no suspensions in the 2020-2021 school year. Use of restorative work has positively impacted students. The primary area of concern is students making violent threats when they are angry. We will continue to use restorative measures to deescalate anger. Additionally, our school counselor will continue anger management groups with students who struggle with anger. Monthly review of discipline data and actions to address high frequency of individuals or specific actions will support the school culture and environment.

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.

Rawlings incorporates Positive Behavioral Intervention Systems, Restorative Practices, Equity Best Practices, and Social Emotional Learning into our daily way of work. Our four Guidelines for Success are: Be Respectful, Be Responsible, Be Safe and Be An Active Learner. They are introduced and explicitly taught to students during the first week of school and refreshers are provided on an as-needed basis. They are stated together on morning announcements each day. Families and Community Members are taught the Guidelines during Back to School Night and the first SAC and PTA Meetings for the year. The Guidelines are also posted on the school website, in all classrooms, and across the campus. Staff members are reminded of the Guidelines and provided with lesson plans during pre-school each year and are provided with reminders from administration throughout the year to keep them at the forefront of culture and climate discussions and instruction. We will have reminder signage throughout the school and teachers will respectfully remind students of these appropriate actions, describing what the action looks and sounds like. Student misbehavior is addressed using equitable and restorative practices. If students have additional needs their teacher submits a Support Request for support to the MTSS Team. The Student Service Team will provide tier 2/tier 3 interventions to help them be successful.

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

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

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

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

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

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

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

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

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

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

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$500.00
<i>Notes: Funding will be used for data analysis and planning of subgroup data</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$500.00
<i>Notes: Math supplies will be purchased to support hands on learning experiences and for math events with families</i>						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$400.00
<i>Notes: To purchase GIMKIT Licenses for use in 3rd-5th grade.</i>						
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$300.00
<i>Notes: Funding will be used for data analysis and planning of subgroup</i>						
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$400.00
<i>Notes: Funds will be used to purchase awards and incentives for attendance</i>						
7	III.A.	Areas of Focus: Other: Family and Community Engagement				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$300.00
			<i>Notes: To purchase items to support family engagements events in all academic areas</i>			
8	III.A.	Areas of Focus: Other: Climate & Culture- Conditions for Learning				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	4351 - Marjorie Kinnan Rawlings Elem	School Improvement Funds		\$100.00
			<i>Notes: To purchase items to support incentives for positive behavior for scholars</i>			
9	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
					Total:	\$2,500.00