

St. Johns County School District

# Picolata Crossing Elementary School



2017-18 Schoolwide Improvement Plan

## Picolata Crossing Elementary School

2675 PACETTI RD, St Augustine, FL 32092

<http://www-pce.stjohns.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

### SIP Authority and Template

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

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Picolata Crossing Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Picolata Crossing Elementary School will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

##### b. Provide the school's vision statement.

All students will choose a learning path that leads to a well-rounded graduate who demonstrates good character and leadership.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Picolata Crossing Elementary School builds positive, powerful relationships between students and teachers by creating a strong learning environment. Our faculty and staff consistently communicate with our students, seeking to understand their needs, and shaping teaching styles to meet those needs. We provide an emotionally safe learning space where different opinions are equally respected and there is no fear of ridicule from peers or the teacher. We seek to build relationships built on trust and feedback that go beyond academic progress solely. We praise and celebrate our students' accomplishments and motivate them to achieve more. At all times our faculty and staff strive to model true equity, focusing equally on all students, so that no one feels marginalized or left out.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Picolata Crossing Elementary School participates in the national character education program Character Counts!. We focus on the six pillars of character, trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Character Counts! program has created an environment of caring and kindness in our building. Students are taught to be respectful of every person they encounter, no matter how different they may be from themselves. This school year, we will be implementing curriculum maps and lesson plans that focus on character development to deepen students' understanding of character development and to advance our building culture as one that places the highest priority on safety and civility.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our schoolwide behavioral system is built on the following beliefs:

1. All students must be treated with dignity and respect.
2. Students should be taught the skills and behaviors necessary for success.
3. Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
4. Student misbehavior represents a teaching opportunity.

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Last Modified: 8/28/2017 Page 6 <https://www.floridacims.org>

Our process includes:

1. Using data to gain objective information about behavior and utilizing the MTSS process when necessary.
2. Structuring school settings to promote successful behavior from students through assistance of our school Foundations Team.
3. Collaborating with entire school staff to help students to behave responsibly and providing professional development on best practices.
4. Self reflecting on what we can do as a staff to help students succeed.

All of our rules and expectations for student conduct are based on the District-wide Student Code of Conduct.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Picolata Crossing Elementary School strives to ensure that the social and emotional needs of students are met through group and individual counseling and a robust character education program. Groups are offered to students on topics such as school success skills, friendship, and divorce. Girls' Group, a popular small group offered at PCE, focuses on helping fifth grade girls navigate the trials and tribulations that exist among female friendships. Banana Splits, a divorce group, meets to help children cope with their strong feelings associated with the divorce of their parents. The school counselor also offers "push-in" services to exceptional education students identified as needing further practice learning social skills. The school community teaches character education lessons that focus on the pillar of the month to support our district's mission and vision that "we will inspire strong character among all students." We also celebrate character achievements among our student body through monthly Character Counts celebrations.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

**b. Provide the following data related to the school's early warning system**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

## **B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

### **1. PFEP Link**

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

### **2. Description**

At Picolata Crossing we are extremely fortunate to have a very involved group of parents and community members that are willing to spend time at our school working with our children and our staff. Our school is able to offer our students an abundance of learning opportunities that may not otherwise be available. As our parents and community members fill out volunteer applications, we make an effort to use their strengths and trainings to benefit our students in the best way possible. As a school, we will continue to involve all stakeholders through programs, partnerships, mentoring, and tutoring activities.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Information sharing has been key to the process by which CCE PTO forges strong partnerships with the local business community. PTO works to share information on three fronts: 1) making parents aware of who our business partners are, 2) keeping the business partner informed of how PTO invested his or her contributions and why it is important for education, and 3) maintaining a close relationship with administration, teachers and staff, allowing PTO to be well informed of school needs.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Strickland, Jud	Principal
Kolk, Ewa	Assistant Principal
Rudi, Cristin	Instructional Coach

#### **b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**



Principal: At Picoalta Crossing Elementary, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities, as well as participating on the MTSS team.

Assistant Principal: The assistant principal Picoalta Crossing Elementary also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, communicates with parents regarding school-based MTSS plans and activities, and also participates on the MTSS team.

Instructional Literacy Coach: Picoalta Crossing Elementary's Instructional Literacy Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team.

School Psychologist: The school psychologist assigned to Picoalta Crossing Elementary is a member of the MTSS team and participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and assists with facilitating data-based decision making activities.

Guidance Counselor: At Picoalta Crossing Elementary the guidance counselor is also a member of the MTSS team. The counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions such as school counseling and social skills training, the counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

We use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Picoalta Crossing Elementary School will utilize SAI Dollars to support before and after school safety nets for students scoring at the lowest 25% in Reading and Mathematics on 2015 FSA. Funds will be utilized to pay teachers for instruction after school hours and for instructional materials.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Student

### b. Duties

#### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

First year of new school, so there is no past plan to evaluate.

##### *b. Development of this school improvement plan*

School Advisory Council members are involved in the creation, implementation, and evaluation of the goals and strategies used to create the school improvement plan. It is a tool used as a fluid document to drive instruction and school-based decisions.

##### *c. Preparation of the school's annual budget and plan*

Our School Advisory Council reviews budget requests from the faculty to ensure alignment to our School Improvement Plan.

#### **2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

First year of a new school, so there is no previous year budget.

#### **3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

## 3. Literacy Leadership Team (LLT)

### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kolk, Ewa	Assistant Principal
Strickland, Jud	Principal
Rudi, Cristin	Instructional Coach

### b. Duties

#### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Our Literacy Leadership Team creates and provides professional development for all teachers to strengthen their implementation of a Balanced Literacy instructional framework in their classrooms.

Our LLT will support teachers application of 'Being a Writer' and 'Making Meaning' through instructional modeling, PLC's, and Lesson Study. Through this collaboration of the LLT and faculty, students will have enhanced abilities to search and sort through information and to synthesize and analyze the information they encounter. The Literacy Leadership Team will ensure that teachers have the professional support to create classroom environments that promote daily opportunities for students to carefully read and reread texts for intellectual purposes and have the ability to respond to that reading in writing.

## **D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Our school promotes collaboration by providing faculty and staff a variety of opportunities including:

- Bi-weekly PLC's
- Weekly Team Planning
- Team Leader Meetings
- Foundations Team
- District Inservice Days

### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Our school recruits, develops, and retains highly qualified, certified-in-field, effective teachers in the following ways:

- Within Applitrack (employment system) we use the Teacher Insight score to screen potential teachers.
- Work closely with district Human Resource staff to verify teacher certification validity.
- New teachers are assigned Mentor Teachers and a District Peer Evaluator.
- Conduct monthly new teacher meetings to develop team loyalty and enhance school culture.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Teachers new to our team enter our teacher mentoring program. New teachers are paired with veteran faculty members based on subject area, grade level, and perceived personality fit. Our goal is that recent hires have direct access to detailed knowledge of the operation of our school, curriculum assistance, and educational expertise. Through the mentoring program they are able to access all of this knowledge in an informal setting.

Activities include monthly meetings, impromptu discussions, and professional book talks.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable

state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

## **b. Instructional Strategies**

***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Picolata Crossing Elementary uses student data to provide and differentiate instruction to meet the diverse needs of students through ongoing data reviews both at the school and individual teacher levels. We do this through the following examples:

1. MTSS team reviews school-wide data weekly to determine needs of our students. Team provides resources to teachers to remediate students who are struggling to achieve grade-level standards. This team is truly a problem solving team as we analyze student data for struggling and highproficiency students. We also work closely with our ESE teachers to provide problem-solving opportunities.
2. Administrators meet with teachers for data dialogue to discuss students at all levels and next steps for instruction.
3. Grade levels meet monthly through our Lesson Study format to analyze current student data to then make adjustments to instruction through the lens of the Florida State Standards.
4. Teachers use formative assessments to make decisions for next steps for instruction (from remediation to enrichment).
5. Teachers differentiate small group instruction to meet the needs of the diverse learners in their classrooms.

***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Before School Program**

**Minutes added to school year: 4,500**

Students scoring in the lowest quartile of FCAT Reading and FCAT Math will participate in the iready program in the computer lab prior to school twice a week for 30 minute sessions.

**Strategy Rationale**

Iready software is linked to the new Florida Standards and offers students additional time to work on reading and math lessons that are prescriptively planned for their current level.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Strickland, Jud, jud.strickland@stjohns.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Iready Assessment Data

**Strategy: After School Program**

**Minutes added to school year: 9,000**

Students scoring in the lowest quartile on FCAT reading will participate in weekly Book talks once a week for one hour. Students will be assigned Florida Sunshine Books. There will be a strong home to school connection so parents are able to read the books with their child and have conversations that are linked to standards.

**Strategy Rationale**

Increasing the reading volume of our lowest quartile students will increase learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Strickland, Jud, jud.strickland@stjohns.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Iready Assessments

DRA Results

Student Journals

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

At Picolata Crossing Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs, thereby assisting in the development of rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Number Recognition, Oral Language/Syntax, Print/Letter Knowledge, Phonological Awareness/Processing and Sight Word Recognition. This screening data will be collected and aggregated. Data will also be used to plan daily academic and social/emotional instruction for all students. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

**b. College and Career Readiness****1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

NA

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

NA

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

NA

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

NA

**II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

**A. Problem Identification****1. Data to Support Problem Identification****b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

**2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments.
- G2.**
- G3.** Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' as evidenced by 80% of students scoring at a Level 3 or higher on the ELA FSA.
- G4.** Increase opportunities for all students in Kindergarten, first, and second grades to acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments. 1a

G096640

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	85.0
ELA Achievement District Assessment	80.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of instructional time for small group, specialized instruction for targeted groups of at-risk students who are preparing to take increasingly rigorous assessments.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Knowing Math, iready, Comprehension Toolkit, SIPPS, Achieve the Core
- Knowing Math, iready, Comprehension Toolkit, SIPPS, Achieve the Core

**Plan to Monitor Progress Toward G1.** 8

Conduct data analysis of student reading journals, iready assessments, and FSA to track student progress

**Person Responsible**

Jud Strickland

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

FSA data, iready data, student work

**G2.** 1a

G096641

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

**Resources Available to Help Reduce or Eliminate the Barriers** 2

**G3.** Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' as evidenced by 80% of students scoring at a Level 3 or higher on the ELA FSA. **1a**

 G096642

### Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	80.0

### Targeted Barriers to Achieving the Goal **3**

- Adequate time for professional development for all teachers in third, fourth, and fifth grade to implement new curriculum with fidelity.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Making Meaning curriculum, Collaborative Classrooms

### Plan to Monitor Progress Toward G3. **8**

Teachers and leadership team will collect and review DRA data, iready data, and student work to determine progress towards goal and targets.

#### Person Responsible

Jud Strickland

#### Schedule

Weekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

iready data, lesson plans, DRA results, student work

### Plan to Monitor Progress Toward G3. **8**

Teachers and leadership team will collect and review DRA data, iready data, and student work to determine progress towards goal and targets.

#### Person Responsible

Jud Strickland

#### Schedule

Weekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

iready data, lesson plans, DRA results, student work

**G4.** Increase opportunities for all students in Kindergarten, first, and second grades to acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'. 1a

G096643

#### Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0
ELA/Reading Gains District Assessment	80.0

#### Targeted Barriers to Achieving the Goal 3

- Adequate time for professional development for all teachers in Kindergarten, first, and seconds grade to implement new curriculum with fidelity.

#### Resources Available to Help Reduce or Eliminate the Barriers 2

- School Literacy Coach, Collaborative Classroom Trainers, District Literacy Coaches

#### Plan to Monitor Progress Toward G4. 8

Teachers and leadership team will continually collect and analyze 'Being a Reader' assessment data and iready results to determine progress towards our goal.

#### Person Responsible

Jud Strickland

#### Schedule

Weekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Lesson plans, teacher observation (EEE), student work, iready data to monitor student gains.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments. 1

G096640

**G1.B1** Lack of instructional time for small group, specialized instruction for targeted groups of at-risk students who are preparing to take increasingly rigorous assessments. 2

B259948

**G1.B1.S1** Create school-wide intervention block to implement targeted instruction based on individual student needs. 4

S275349

### Strategy Rationale

Prioritizing and honoring a school-wide intervention time, where teachers target instructional needs with researched based resources, will ensure that all students are receiving the support needed to make academic gains.

### Action Step 1 5

Conduct PLC's that prioritize analyzing student data, planning small group instruction, and creating assessments for our Bottom Quartile students.

#### Person Responsible

Jud Strickland

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Small group lesson plans, iready data, DRA's, student work, common assessments

### Action Step 2 5

Conduct SIPPS training for all classroom teachers to create capacity to deliver effective interventions for struggling students.

#### Person Responsible

Cristin Rudi

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Small group lesson plans, iready data, DRA's, student work, common assessments

### Action Step 3 5

Create extended learning opportunities for at-risk students after the school day.

**Person Responsible**

Jud Strickland

**Schedule**

Daily, from 9/5/2017 to 5/24/2018

**Evidence of Completion**

Safety Net lesson plans, student attendance sheets, iready data, DRA's

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Our Leadership Team will monitor student attendance in safety net programs and review teaching resources to ensure alignment to Florida Standards

**Person Responsible**

Ewa Kolk

**Schedule**

Weekly, from 9/5/2017 to 5/24/2018

**Evidence of Completion**

Student attendance sheets, lesson plans, iready data, DRA's

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students in safety net programs will take bi-weekly school based reading assessments to provide teachers with current data that allows them to plan prescriptive next steps.

**Person Responsible**

Cristin Rudi

**Schedule**

Biweekly, from 9/5/2017 to 5/24/2018

**Evidence of Completion**

School based assessment data, iready

**G3.** Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' as evidenced by 80% of students scoring at a Level 3 or higher on the ELA FSA. **1**

 G096642

**G3.B1** Adequate time for professional development for all teachers in third, fourth, and fifth grade to implement new curriculum with fidelity. **2**

 B259950

**G3.B1.S1** Create professional development opportunities to increase Best Practices in Reading Instruction. **4**

 S275350

### Strategy Rationale

Teachers will need time to collaborate, observe model classrooms, and plan for instruction to effectively implement new curriculum.

### Action Step 1 **5**

Conduct school based PLC's biweekly to provide teachers effective strategies for implementation of 'Making Meaning', alignment to standards, and analysis of student data.

#### Person Responsible

Jud Strickland

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Teacher Lesson Plans Professional Development Meeting Minutes, Student Reading Journals, iobservation, iready data

### Action Step 2 **5**

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making Meaning' to support a Balanced Literacy program.

#### Person Responsible

Ewa Kolk

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Teacher Lesson Plans Professional Development Meeting Minutes, Student Reading Journals, iobservation, iready data

### Action Step 3 5

Provide teachers opportunity to participate in ongoing Coaching PLC focused on best practices in reading instruction, alignment of standards, creation of common assessments, and analysis of student data.

#### **Person Responsible**

Cristin Rudi

#### **Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

#### ***Evidence of Completion***

Teacher Lesson Plans Professional Development Meeting Minutes, Student Reading Journals, iobservation, iready data

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Ongoing classroom observations to ensure implementation of lessons created and best practices shared during professional development sessions

#### **Person Responsible**

Jud Strickland

#### **Schedule**

Weekly, from 8/10/2017 to 5/24/2018

#### ***Evidence of Completion***

lobservation, lesson plans, classroom Artifacts and Implementation Rubrics Student Work

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Leadership Team conducts ongoing analysis of student reading journals to look for evidence of reading strategies.

#### **Person Responsible**

Ewa Kolk

#### **Schedule**

Weekly, from 8/31/2017 to 5/24/2018

#### ***Evidence of Completion***

Student Reading Journals



**G4.** Increase opportunities for all students in Kindergarten, first, and second grades to acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'. 1

G096643

**G4.B1** Adequate time for professional development for all teachers in Kindergarten, first, and second grade to implement new curriculum with fidelity. 2

B259951

**G4.B1.S1** Provide continuous professional development that supports 'Being a Reader' implementation. Professional development opportunities will include PLCs, teacher observation of model classrooms, and participation in modified lesson studies. 4

S275351

### Strategy Rationale

With the inaugural year of our 'Being a Reader' implementation, teachers will need additional time and support to digest curriculum, learn best writing practices, calibrate expectations, and plan future instruction.

### Action Step 1 5

Conduct school based ELA professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Reader'.

#### Person Responsible

Cristin Rudi

#### Schedule

Biweekly, from 8/14/2017 to 5/24/2018

#### Evidence of Completion

### Action Step 2 5

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a Reader' to support a Balanced Literacy program.

#### Person Responsible

Ewa Kolk

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Teacher Observation Notes, Lesson Plans, Debriefing Notes, Model Classroom Visitation Schedule

**Action Step 3** **5**

Provide teachers opportunity to participate in modified lesson study of 'Being a Reader'.

**Person Responsible**

Jud Strickland

**Schedule**

Every 2 Months, from 9/18/2017 to 5/24/2018

**Evidence of Completion**

Registration in Sunguard, Teacher Exit Slips from PD, Lesson Plans, iobservation

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** **6**

Ongoing classroom observations to ensure implementation of lessons created. Evaluate the use of best practices for reading instruction shared during professional development sessions.

**Person Responsible**

Jud Strickland

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson plans, teacher observation, student work, iready data to monitor student gains.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** **7**

Leadership Team conducts ongoing analysis of student work samples compared to iready data.

**Person Responsible**

Ewa Kolk















**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**



Lesson plans, teacher observation (EEE), student work, iready data to monitor student gains.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1  M398033	Conduct data analysis of student reading journals, iready assessments, and FSA to track student...	Strickland, Jud	8/10/2017	FSA data, iready data, student work	5/24/2018 weekly
G3.MA1  M398036	Teachers and leadership team will collect and review DRA data, iready data, and student work to...	Strickland, Jud	8/10/2017	iready data, lesson plans, DRA results, student work	5/24/2018 weekly
G3.MA1  M398037	Teachers and leadership team will collect and review DRA data, iready data, and student work to...	Strickland, Jud	8/10/2017	iready data, lesson plans, DRA results, student work	5/24/2018 weekly
G4.MA1  M398040	Teachers and leadership team will continually collect and analyze 'Being a Reader' assessment data...	Strickland, Jud	8/10/2017	Lesson plans, teacher observation (EEE), student work, iready data to monitor student gains.	5/24/2018 weekly
G1.B1.S1.MA1  M398031	Students in safety net programs will take bi-weekly school based reading assessments to provide...	Rudi, Cristin	9/5/2017	School based assessment data, iready	5/24/2018 biweekly
G1.B1.S1.MA1  M398032	Our Leadership Team will monitor student attendance in safety net programs and review teaching...	Kolk, Ewa	9/5/2017	Student attendance sheets, lesson plans, iready data, DRA's	5/24/2018 weekly
G1.B1.S1.A1  A369548	Conduct PLC's that prioritize analyzing student data, planning small group instruction, and...	Strickland, Jud	8/10/2017	Small group lesson plans, iready data, DRA's, student work, common assessments	5/24/2018 biweekly
G1.B1.S1.A2  A369549	Conduct SIPPS training for all classroom teachers to create capacity to deliver effective...	Rudi, Cristin	8/10/2017	Small group lesson plans, iready data, DRA's, student work, common assessments	5/24/2018 biweekly
G1.B1.S1.A3  A369550	Create extended learning opportunities for at-risk students after the school day.	Strickland, Jud	9/5/2017	Safety Net lesson plans, student attendance sheets, iready data, DRA's	5/24/2018 daily
G3.B1.S1.MA1  M398034	Leadership Team conducts ongoing analysis of student reading journals to look for evidence of...	Kolk, Ewa	8/31/2017	Student Reading Journals	5/24/2018 weekly
G3.B1.S1.MA1  M398035	Ongoing classroom observations to ensure implementation of lessons created and best practices...	Strickland, Jud	8/10/2017	lobervation, lesson plans, classroom Artifacts and Implementation Rubrics Student Work	5/24/2018 weekly
G3.B1.S1.A1  A369551	Conduct school based PLC's biweekly to provide teachers effective strategies for implementation of...	Strickland, Jud	8/10/2017	Teacher Lesson Plans Professional Development Meeting Minutes, Student Reading Journals, lobervation, iready data	5/24/2018 biweekly
G3.B1.S1.A2  A369552	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making...	Kolk, Ewa	8/10/2017	Teacher Lesson Plans Professional Development Meeting Minutes, Student Reading Journals, lobervation, iready data	5/24/2018 biweekly
G3.B1.S1.A3  A369553	Provide teachers opportunity to participate in ongoing Coaching PLC focused on best practices in...	Rudi, Cristin	8/10/2017	Teacher Lesson Plans Professional Development Meeting Minutes, Student Reading Journals, lobervation, iready data	5/24/2018 biweekly
G4.B1.S1.MA1  M398038	Leadership Team conducts ongoing analysis of student work samples compared to iready data.	Kolk, Ewa	8/10/2017	Lesson plans, teacher observation (EEE), student work, iready data to monitor student gains.	5/24/2018 weekly
G4.B1.S1.MA1  M398039	Ongoing classroom observations to ensure implementation of lessons created. Evaluate the use of...	Strickland, Jud	8/10/2017	Lesson plans, teacher observation, student work, iready data to monitor student gains.	5/24/2018 weekly
G4.B1.S1.A1  A369554	Conduct school based ELA professional development bi-weekly to provide teachers effective...	Rudi, Cristin	8/14/2017		5/24/2018 biweekly

**St. Johns - 0521 - Picolata Crossing Elementary School - 2017-18 SIP**

*Picolata Crossing Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A2  A369555	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a...	Kolk, Ewa	8/10/2017	Teacher Observation Notes, Lesson Plans, Debriefing Notes, Model Classroom Visitation Schedule	5/24/2018 monthly
G4.B1.S1.A3  A369556	Provide teachers opportunity to participate in modified lesson study of 'Being a Reader'.	Strickland, Jud	9/18/2017	Registration in Sunguard, Teacher Exit Slips from PD, Lesson Plans, iobservation	5/24/2018 every-2-months

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Implement daily intervention and differentiated lessons to increase instructional contact time with students identified as at risk by state, district, and school level assessments.

**G1.B1** Lack of instructional time for small group, specialized instruction for targeted groups of at-risk students who are preparing to take increasingly rigorous assessments.

**G1.B1.S1** Create school-wide intervention block to implement targeted instruction based on individual student needs.

### PD Opportunity 1

Conduct PLC's that prioritize analyzing student data, planning small group instruction, and creating assessments for our Bottom Quartile students.

#### Facilitator

Ewa Kolk, Cristin Rudi, Jud Strickland

#### Participants

All classroom teachers

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

### PD Opportunity 2

Conduct SIPPS training for all classroom teachers to create capacity to deliver effective interventions for struggling students.

#### Facilitator

Ewa Kolk, Cristin Rudi, Jud Strickland

#### Participants

All classroom teachers

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

**G3.** Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of 'Making Meaning' as evidenced by 80% of students scoring at a Level 3 or higher on the ELA FSA.

**G3.B1** Adequate time for professional development for all teachers in third, fourth, and fifth grade to implement new curriculum with fidelity.

**G3.B1.S1** Create professional development opportunities to increase Best Practices in Reading Instruction.

### **PD Opportunity 1**

Conduct school based PLC's biweekly to provide teachers effective strategies for implementation of 'Making Meaning', alignment to standards, and analysis of student data.

#### **Facilitator**

Cristin Rudi, Ewa Kolk, Jud Strickland

#### **Participants**

All teachers in grades 3-5

#### **Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

### **PD Opportunity 2**

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making Meaning' to support a Balanced Literacy program.

#### **Facilitator**

Cristin Rudi, Ewa Kolk, Jud Strickland

#### **Participants**

All teachers in grades 3-5

#### **Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

### PD Opportunity 3

Provide teachers opportunity to participate in ongoing Coaching PLC focused on best practices in reading instruction, alignment of standards, creation of common assessments, and analysis of student data.

#### Facilitator

Cristin Rudi, Ewa Kolk, Jud Strickland

#### Participants

All teachers in grades 3-5

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

**G4.** Increase opportunities for all students in Kindergarten, first, and second grades to acquire early literacy skills and strategies, including reading comprehension, fluency, decoding, and phonics through the implementation of 'Being a Reader'.

**G4.B1** Adequate time for professional development for all teachers in Kindergarten, first, and seconds grade to implement new curriculum with fidelity.

**G4.B1.S1** Provide continuous professional development that supports 'Being a Reader' implementation. Professional development opportunities will include PLCs, teacher observation of model classrooms, and participation in modified lesson studies.

### PD Opportunity 1

Conduct school based ELA professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Reader'.

#### Facilitator

Collaborative Classrooms, Cristin Rudi, Ewa Kolk, Jud Strickland

#### Participants

All K-2 teachers

#### Schedule

Biweekly, from 8/14/2017 to 5/24/2018

## **PD Opportunity 2**

Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a Reader' to support a Balanced Literacy program.

### **Facilitator**

Cristin Rudi, Ewa Kolk, Jud Strickland

### **Participants**

All K-2 teachers

### **Schedule**

Monthly, from 8/10/2017 to 5/24/2018

## **PD Opportunity 3**

Provide teachers opportunity to participate in modified lesson study of 'Being a Reader'.

### **Facilitator**

Cristin Rudi, Ewa Kolk, Jud Strickland

### **Participants**

All K-2 teachers

### **Schedule**

Every 2 Months, from 9/18/2017 to 5/24/2018



## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Conduct PLC's that prioritize analyzing student data, planning small group instruction, and creating assessments for our Bottom Quartile students.				\$0.00
2	G1.B1.S1.A2	Conduct SIPPS training for all classroom teachers to create capacity to deliver effective interventions for struggling students.				\$0.00
3	G1.B1.S1.A3	Create extended learning opportunities for at-risk students after the school day.				\$0.00
4	G3.B1.S1.A1	Conduct school based PLC's biweekly to provide teachers effective strategies for implementation of 'Making Meaning', alignment to standards, and analysis of student data.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0521 - Picolata Crossing Elementary School	General Fund		\$0.00
5	G3.B1.S1.A2	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Making Meaning' to support a Balanced Literacy program.				\$0.00
6	G3.B1.S1.A3	Provide teachers opportunity to participate in ongoing Coaching PLC focused on best practices in reading instruction, alignment of standards, creation of common assessments, and analysis of student data.				\$0.00
7	G4.B1.S1.A1	Conduct school based ELA professional development bi-weekly to provide teachers effective strategies for implementation of 'Being a Reader'.				\$0.00
8	G4.B1.S1.A2	Schedule time to allow teachers to visit model classrooms to learn how to effectively use 'Being a Reader' to support a Balanced Literacy program.				\$0.00
9	G4.B1.S1.A3	Provide teachers opportunity to participate in modified lesson study of 'Being a Reader'.				\$0.00
Total:						\$0.00