

St. Johns County School District

South Woods Elementary School



2018-19 Schoolwide Improvement Plan

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South Woods Elementary School

4750 SR 206 W, Elkton, FL 32033

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	B	B*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Woods Elementary School will create a positive learning environment that will instill good character and the desire for academic excellence, fostering the development of caring, productive, and digital citizens in the global world.

Provide the school's vision statement.

South Woods students will communicate, collaborate, and solve problems in all academic areas to a high standard. Our students will have the necessary digital skills to perform in the school/home/work place and in the global society in which they live. Students will be lifelong learners that exhibit good character and contributors to their neighborhood, community and world.

At South Woods, we believe that:

- ~ the school serves and exists to provide the best educational opportunity for all.
- ~ the best educational environment is one which makes available opportunities to practice basic skills, receive instruction in the various disciplines, use technology tools, and provide rigor in the curriculum.
- ~ the best educational opportunities allow each student to learn to his/her fullest potential.
- ~ each student should be able to learn whatever he or she is studying while demonstrating a level of mastery in all grade level standards.
- ~ efficient learning requires a planned sequence of teaching / learning experiences aimed at specific goals.
- ~ education's purpose is to help students become independent, self-directed individuals capable of achieving goals while also serving the good of society.
- ~ school must help students to increase their self-respect, respect of others, appreciation of differences, and understanding that developing good character should be a priority.

School Leadership Team

Membership

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

Name	Title
Kelley, Randy	Principal
Ambrose, Diana	School Counselor
Witt, Bennie	Other
Cunningham, Sally	Instructional Coach
Bielefeldt, Lisa	Assistant Principal
English, Dana	Administrative Support
Vitolo, Fannethia	Instructional Coach
Lane, Jennifer	Other
Fortun, Fernande	Attendance/Social Work
Ramos, Nicole	Attendance/Social Work

Duties

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

Describe Roles and Responsibilities:

Members of the team represent their grade level or department. Their role is to act as a liaison to communicate and share information from their respective grade level or department to the Leadership team. In turn, the representative takes the information and decisions made by the team back to their colleagues. The principal ensures that all staff comply with the district-wide school site standards.

How they Serve as Instructional Leaders:

The majority of the team is composed of teacher and instructional leaders. They represent the school at district cadre meetings and professional development sessions and bring back information to share with the team and other instructional personnel. They facilitate grade level meetings to help reach consensus on grade level decisions.

Shared Decision Making

When decisions are to be made, the team will gather information and share view points at the regularly scheduled weekly meetings. Input will be respected by all members and dialogue regarding decision making will be held in a most considerate manner with a focus in overall school improvement.

Attempts will be made to get unanimous agreement, however, when this is not possible, the team will collaborate to reach consensus.

Early Warning Systems

Year 2017-18

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	19	18	20	15	7	16	0	0	0	0	0	0	0	95
One or more suspensions	2	6	6	5	4	5	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	2	14	25	0	0	0	0	0	0	0	41

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	3	1	2	6	10	0	0	0	0	0	0	0	22

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	6	20	18	8	4	1	0	0	0	0	0	0	0	57
Retained Students: Previous Year(s)	0	7	12	10	8	1	0	0	0	0	0	0	0	38

Date this data was collected

Monday 7/23/2018

Year 2016-17 - 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	
Attendance below 90 percent	16	22	19	11	12	10	0	0	0	0	0	0	0	90
One or more suspensions	5	4	3	11	3	8	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	0	3	6	5	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	5	15	26	0	0	0	0	0	0	0	46

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	4	2	2	6	11	10	0	0	0	0	0	0	0	35

Year 2016-17 - 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	
Attendance below 90 percent	16	22	19	11	12	10	0	0	0	0	0	0	0	90
One or more suspensions	5	4	3	11	3	8	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	0	3	6	5	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	5	15	26	0	0	0	0	0	0	0	46

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	4	2	2	6	11	10	0	0	0	0	0	0	0	35

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The area that performed the lowest was the Lowest 25% in ELA. The second lowest area that South Woods students scored on their assessment is the overall ELA learning gains.

Which data component showed the greatest decline from prior year?

The area of greatest decline we found was in the students' math scores. The math scores for the lowest quartile fell 21% from 2017. The lowest quartile in math was 65% in 2017 and in 2018 it dropped to 44%. The overall math learning gains dropped 17% this year. In 2017 the overall math learning gains were 76% and now in 2018 they are 59%.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap when compared to the state average is the ELA Learning gains. South Woods has 36% and the the state average is 55%.

Which data component showed the most improvement? Is this a trend?

There are no categories that showed improvement when comparing 2017 to 2018. Even though the school's ELA achievement levels declined from 55% in 2017 to 45% in 2018, 70% of 3rd graders were proficient in ELA in 2018.

Describe the actions or changes that led to the improvement in this area.

Looking back onto the last school year, our 3rd grade team became the most efficient team with unpacking the standards and breaking down the data and striving to move their students forward. The 3rd grade team became the leaders in the school and fully utilized the PLC process. The 3rd grade team met biweekly for their PLC meetings.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	72%	56%	55%	68%	52%
ELA Learning Gains	36%	59%	55%	52%	59%	52%
ELA Lowest 25th Percentile	32%	50%	48%	42%	53%	46%
Math Achievement	66%	77%	62%	66%	70%	58%
Math Learning Gains	59%	67%	59%	72%	63%	58%
Math Lowest 25th Percentile	44%	58%	47%	62%	60%	46%
Science Achievement	42%	68%	55%	56%	66%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (16)	18 (22)	20 (19)	15 (11)	7 (12)	16 (10)	95 (90)
One or more suspensions	2 (5)	6 (4)	6 (3)	5 (11)	4 (3)	5 (8)	28 (34)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (3)	3 (6)	2 (5)	6 (14)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (5)	14 (15)	25 (26)	41 (46)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	78%	-18%	57%	3%
	2017	60%	80%	-20%	58%	2%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	38%	74%	-36%	56%	-18%
	2017	49%	74%	-25%	56%	-7%
Same Grade Comparison		-11%				
Cohort Comparison		-22%				
05	2018	38%	73%	-35%	55%	-17%
	2017	52%	75%	-23%	53%	-1%
Same Grade Comparison		-14%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	80%	-11%	62%	7%
	2017	63%	80%	-17%	62%	1%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	65%	83%	-18%	62%	3%
	2017	74%	82%	-8%	64%	10%
Same Grade Comparison		-9%				
Cohort Comparison		2%				
05	2018	62%	79%	-17%	61%	1%
	2017	68%	80%	-12%	57%	11%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	43%	73%	-30%	55%	-12%
	2017					
Cohort Comparison						

Subgroup Data

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	20	22	24	43	47	45	12				
BLK	32	31	38	47	41	42	11				

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
HSP	35	25		74	81						
MUL	40			50							
WHT	49	40	31	71	62	46	51				
FRL	36	31	33	62	53	43	33				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	35	44	46	75	67	18				
BLK	28	41	50	56	70	57	25				
HSP	35	36		82	100						
WHT	65	54	46	75	75	63	63				
FRL	49	47	48	66	75	64	46				

Part III: Planning for Improvement
 Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA

Rationale Based upon 2018 data, our lowest quartile is not making adequate growth in ELA as compared to other schools within our district. Our lowest quartile was at 32% when the district average was 50%.

Intended Outcome We would like for all students to meet growth expectations with additional focus on those students in the lowest quartile. The learning gains of the lowest quartile in ELA will increase from 32% in 2017-2018 scores to 50% in the 2018-2019 scores.

Point Person Sally Cunningham (sally.cunningham@stjohns.k12.fl.us)

Action Step

Description Our teams will work as collaborative learning teams to review data, create common assessments to differentiate instruction to meets the needs of all students in the grade level.

Person Responsible Randy Kelley (randy.kelley@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description i-Ready data will be reviewed by the teachers and the Leadership team. The members of the administrative teams will rotate through the grade levels to be be a part of the PLC process.

Person Responsible Sally Cunningham (sally.cunningham@stjohns.k12.fl.us)

Activity #2

Title Math

Rationale Based upon 2018 data, our lowest quartile is not making adequate growth in Math as compared to other schools within our district. Our lowest quartile was at 44% when the district average was 58%.

Intended Outcome We would like for all students to meet growth expectations with additional focus on those students in the lowest quartile. The learning gains of the lowest quartile in Math will increase from 44% in 2017-2018 scores to 60% in 2018-2019.

Point Person Sally Cunningham (sally.cunningham@stjohns.k12.fl.us)

Action Step

Description Our teams will work as collaborative learning teams to review data, create common assessments to differentiate instruction to meets the needs of all students in the grade level.

Person Responsible Sally Cunningham (sally.cunningham@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description i-Ready data will be reviewed by the teachers and the Leadership team. The members of the administrative teams will rotate through the grade levels to be a part of the PLC process.

Person Responsible Fannethia Vitolo (fannethia.vitolo@stjohns.k12.fl.us)

Activity #3	
Title	Attendance
Rationale	After reviewing last year's data, we found that a higher than average number of student absences.
Intended Outcome	During the 2017-2018 school year, students missed 7,016 school days or 6% of the school year. We would like to decrease the number of student absences by 2%.
Point Person	Nicole Ramos (nicole.ramos@stjohns.k12.fl.us)

Action Step	
Description	<p>We have hired a staff member that will focus on student attendance. They will:</p> <ul style="list-style-type: none"> -greet tardy parents in the parent drop off loop before they sign their students in -schedule daily automated phone calls for tardies and absences -Create 5, 10 and 15 days absence letters and schedule attendance meetings -schedule truancy meetings <p>Recognize positive attendance for students weekly and quarterly</p> <p>Class competitions for monthly, quarterly and yearly attendance</p>
Person Responsible	Fernande Fortun (fernande.fortun@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Review attendance data at MTSS/RTI Core meetings
Person Responsible	Fernande Fortun (fernande.fortun@stjohns.k12.fl.us)

Activity #4	
Title	Science
Rationale	Based upon 2018 data, our students scored 42% on Science Achievement in 2018. That declined from 2017 when we had 51% on Science Achievement.
Intended Outcome	We would like for all students to meet growth expectations and science achievement to increase from 42% to 50% in 2018-2019.
Point Person	Sally Cunningham (sally.cunningham@stjohns.k12.fl.us)

Action Step	
Description	Our teams will work as collaborative learning teams to review data, create common assessments to differentiate instruction to meets the needs of all students in the grade level. Our school's Science taskforce reviewed the science standards and organized the standards into grade levels.
Person Responsible	Sally Cunningham (sally.cunningham@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	The members of the administrative teams will rotate through the grade levels to be a part of the PLC process.
Person Responsible	Sally Cunningham (sally.cunningham@stjohns.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The parents at South Woods Elementary School will have many opportunities to be involved in the planning, review, and improvement of the Title I programs. This includes decisions regarding how parent involvement funds will be used. We have an active PTO and School Advisory Council where input will be collected.

Both of these organizations meet monthly to discuss on-going activities that are planned. They recruit and involve as many parents in the planning, review, and implementation of Title I and other school wide programs. In addition, input will be sought through annual fall and spring surveys, monthly PTO and School Advisory Council Meetings. This input will be used to improve and enhance South Woods Elementary Title I program services while increasing parent involvement in our school.

In addition, we use SchoolMessenger to provide information to parents regarding upcoming meetings and events. We also use our school's marquee to promote events and participation.

Our parents also receive a school newsletter twice a month. The students bring a copy home and the parents receive a digital copy.

PFEP Link

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

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.

South Woods utilizes the Second Step program to teach daily social skills to students. In addition, our school guidance counselor provides in-class guidance lessons to include bullying, cyber bullying, friendship, and anger management to name a few. South Woods also has developed partnerships with Children's Home Society and the St. Johns County Health Dept. Our CHS partner provides mental health counseling to identified students weekly while the Health Dept. provides services to our students and families throughout the year at different family events. Staff members that have questions about a student's mental health may contact the school's MTSS team to discuss their concerns.

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

About 60% of our students attend Pre-K prior to starting kindergarten. South Woods has had a limited number of slots where typical 4 year old students join a VPK/ESE classroom at our school. Our school also serves HeadStart Students, which also allows students to have the full school experience. These students are provided a school experience throughout the school year with a certified teacher and VPK endorsed teacher. South Woods has collaborated with local day care facilities to schedule visits to our school in the spring. These students come and tour our school and visit a kindergarten classroom. This year we have stand-alone VPK programs, a blended program of ESE, HeadStart, and typical VPK students. Students are provided a full day of experiences with certified teachers. Having these programs in our school allows students to have a smooth transition into kindergarten as well as assist them academically. Also, we have three self-contained classrooms for students identified with emotional or

behavioral disabilities, and three self-contained classrooms for students identified with intellectual disabilities or on the autism spectrum. Many of these students participate with non-disabled peers for resource classes and some core academic instruction.

South Woods is an AVID Elementary school and provides a career and college going culture by holding students accountable to the highest standards and providing academic and social support to help students be successful. AVID emphasizes instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas. It teaches organizational skills to help students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting. AVID also encompasses communication skills, such as listening, writing and speaking, self-advocacy skills, note-taking strategies, critical thinking, and study skills.

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.

At South Woods Elementary, 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.

Teachers use assessment data to drive instruction and plan differentiated instruction that meets students at their reading and math level. SWES utilizes MTSS/Rtl to provide Tier 2 and Tier 3 instruction for struggling students. MTSS/Rtl core team meets each Thursday of the school year to discuss core instruction, resource allocation, teacher support systems, and small group needs. Each grade level is on a six week rotation to meet with core team members to review, discuss and create individual student plans for those not meeting grade level proficiency in reading and/or mathematics.

An Intervention Room houses reading and math resources to aid when creating student Rtl plans. The focus at SWES this year is to see an improvement in ELA and Math learning gains for our lowest quartile. Our ILC along with our district CAST team members will provide PD sessions on reading and math strategies that align with the curriculum map and core standards. Teachers will dig deeper into the standards to ensure that instruction is aligned with state standards. Based on our student needs the i-Ready toolbox was purchased for our teachers to use for Reading and Math lessons that are differentiated based upon the results of the i-Ready diagnostic assessments.

Title I

South Woods Elementary is a Title I School wide due to the 80% Economically Disadvantaged population that we serve. All compliance measures are implemented and documented through the Title I Office at the St. Johns County School District. Nikki Lynch, Coordinator of Federal Programs, meets with all Title I school principals monthly to ensure compliance in meeting federal standards. Title I and II services are also supported state and local curriculum services with the inclusion of the Florida Continuous Improvement Model, AVID, SJCS District Fidelity Checks, and Kagen Learning Strategies.

Title I, Part C - Migrant

A Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Dropout Prevention Programs.

Title II

Title II funds will support the delivery of Professional Development for the 2017-2018 school year.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Head Start

South Woods has 3 classrooms that serve a total of 18 students, ages 3-4 who meet the criteria for Head Start. This year we are using the blended model (6-6-6) with Head Start, VPK, and ESE students.

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

NA