

St. Johns County School District

Julington Creek Elementary School



2018-19 Schoolwide Improvement Plan

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Julington Creek Elementary School

2316 RACE TRACK RD, Saint Johns, FL 32259

<http://www-jce.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	No	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

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

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.

At JCE, we will provide quality instruction in core academics as well as additional opportunities for enrichment related to the arts, technology and overall wellness. We will emphasize character education and recognize children who demonstrate qualities of good character both at school and in the community.

Provide the school's vision statement.

JCE...where children grow to be well-rounded people of character, innovative and college/career ready.

School Leadership Team

Membership

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

Name	Title
Murphy, Jeanette	Principal
Sparks, Jennifer	Assistant Principal
Jarriel, Becky	Teacher, ESE
Adams, Angela	Teacher, K-12
Foster, Valerie	Teacher, K-12
Dawson, Sherry	Teacher, K-12
Buening, Nicole	Teacher, K-12
Gilbert, Wendy	SAC Member
Meyer, Sarah	Teacher, K-12
Landen, Kellie	Teacher, K-12
Morrison, Donna	Instructional Coach

Duties

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

The School Leadership Team holds monthly meetings with Administration to provide input and report teacher concerns, as well as to take back information to the grade level/department regarding school policies, curriculum and instruction updates, data analysis, etc. The first half of each meeting is spent in leadership development. One of the goals of leadership team is to build capacity within our school and empower teachers to become effective leaders within their grade levels or departments. The principal ensures that all staff comply with the district-wide school site standards.

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	2	10	7	7	12	2	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
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	9	10	0	0	0	0	0	0	0	19

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	

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	4	2	1	0	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	2	0	1	0	0	0	0	0	0	0	0	0	3

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	2	5	2	6	3	7	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	1	9	13	0	0	0	0	0	0	0	23

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	2	0	0	0	0	0	0	0	2

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	2	5	2	6	3	7	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	1	9	13	0	0	0	0	0	0	0	23

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	2	0	0	0	0	0	0	0	2

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?

ELA Learning Gains and ELA Learning Gains of the Lowest 25% performed the lowest. This has not been a trend.

Which data component showed the greatest decline from prior year?

ELA Learning Gains dropped 12%.

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

ELA Learning Gains was 7% above the state average. ELA Learning Gains for bottom quartile was 14% above the state average.

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

5th grade science had the most growth. This is a trend. There was a 4% increase in the last four years.

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

Differentiated standards-based science labs were formed. Students rotated through the science lab facilitated by 5th grade teachers.

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	85%	72%	56%	86%	68%	52%
ELA Learning Gains	62%	59%	55%	73%	59%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	62%	50%	48%	75%	53%	46%
Math Achievement	88%	77%	62%	90%	70%	58%
Math Learning Gains	74%	67%	59%	76%	63%	58%
Math Lowest 25th Percentile	75%	58%	47%	73%	60%	46%
Science Achievement	84%	68%	55%	83%	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	2 (2)	10 (5)	7 (2)	7 (6)	12 (3)	2 (7)	40 (25)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (3)	1 (2)	1 (2)	3 (7)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)	0 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	9 (9)	10 (13)	19 (23)

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	86%	78%	8%	57%	29%
	2017	85%	80%	5%	58%	27%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	82%	74%	8%	56%	26%
	2017	85%	74%	11%	56%	29%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2018	83%	73%	10%	55%	28%
	2017	84%	75%	9%	53%	31%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	82%	80%	2%	62%	20%
	2017	89%	80%	9%	62%	27%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	89%	83%	6%	62%	27%
	2017	90%	82%	8%	64%	26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		0%				
05	2018	88%	79%	9%	61%	27%
	2017	88%	80%	8%	57%	31%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	83%	73%	10%	55%	28%
	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	71	58	60	71	67	69	42				
ELL	55	75		73	75						
ASN	97	74		100	84		93				
BLK	86	53		83	82						
HSP	75	66	52	82	69	68	69				
MUL	78	82		94	73						
WHT	86	60	63	88	74	76	89				
FRL	76	54	50	77	61	67	68				
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	57	53	42	71	65	59	52				
ELL	43			79							
ASN	96	78		96	83						
BLK	95	93		81	69						
HSP	75	67	45	82	74	70	68				
MUL	69	73		62	55						
WHT	87	75	67	92	79	83	82				
FRL	77	67	57	78	67	57	83				

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 Learning Gains

Rationale ELA Learning Gains decreased 12% from 2016-17 to 2017-18.

Intended Outcome Increase ELA Learning Gains by 8% to 70%

Point Person Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)

Action Step

Description In the beginning of the year, each grade level met with the Instructional Literacy Coach to select essential standards and create formative assessments in ELA. Each team agreed upon a viable curriculum (Question 1 in PLC). Teachers meet twice a week to review data from formative assessments, DRA, iReady progress monitoring and develop flexible grouping. Individual data chats will take place in September identifying students that did not make learning gains as well as students that barely made a learning gain. Discussions will also include possible barriers as well as creating a plan to overcome them. Team data chats will take place after second progress monitoring assessment. Teachers will provide daily targeted instructional interventions (30 min./day).

Person Responsible Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Administration will monitor PLC team meetings and review progress monitoring data throughout the school year for all students. Individual data chats are scheduled for September and team data chats will occur after the second progress monitoring assessment. Differentiated professional development will be provided as needed.

Person Responsible Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)

Activity #2	
Title	ELA Learning Gains for Bottom Quartile
Rationale	ELA Learning Gains of the Lowest 25% remained at 62% from 2016-17 to 2017-18. We need to review our instructional practices and formative data.
Intended Outcome	Increase ELA Learning Gains for the lowest 25% by 2% to 64%.
Point Person	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)
Action Step	
Description	In the beginning of the year, each grade level met with the instructional literacy coach to select essential standards and create formative assessments in ELA. Each team agreed upon a viable curriculum (Question 1 in PLC). Teachers meet twice a week to review data from formative assessments, DRA, iReady progress monitoring and develop flexible grouping. Individual data chats will take place in September identifying students that did not make learning gains as well as students that barely made a learning a gain. Discussions will also include possible barriers as well as creating a plan to overcome them. Team data chats will take place after second progress monitoring assessment. Teachers will provide daily targeted instructional interventions (30 min./day). The RtI committee will also review data points throughout the year, adjust individual intervention plans and instructional materials as needed. Instructional tutors will also work with our bottom quartile daily (30-45 min) on specific skills as indicted by their data (FSA strands, iReady benchmarks, formative assessments).
Person Responsible	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administration will monitor PLC team meetings and review progress monitoring data throughout the school year for all students. Individual data chats are scheduled for September and team data chats will occur after the second progress monitoring assessment. Differentiated professional development will be provided as needed. RtI team also monitors data and implements fidelity checks.
Person Responsible	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)

Activity #3	
Title	Math Learning Gains for Bottom Quartile
Rationale	We had a small increase in this area and intend to continue the focus for a consistent trend.
Intended Outcome	Increase Math Learning Gains of the bottom quartile by 2% from 75% to 77%
Point Person	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)
Action Step	
Description	<p>In the beginning of the year, as a faculty, we reviewed learning goals & scales as well as small group strategies. Research supports learning goals and scales, flexible grouping and collaboration. These are all school and district expectations. Individual data chats will take place in September identifying the bottom quartile and discussing possible barriers as well as creating a plan to overcome them. Team data chats will take place after second progress monitoring assessment. Teachers will provide daily targeted instructional interventions (30 min./day). The RtI committee will also review data points throughout the year, adjust individual intervention plans and instructional materials as needed. Instructional tutors will also work with our bottom quartile daily (30-45 min) on specific skills as indicated by their data (FSA strands, iReady benchmarks, formative assessments).</p>
Person Responsible	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administration will review progress monitoring data throughout the school year for all students. Individual data chats are scheduled for September and team data chats will occur after the second progress monitoring assessment. Differentiated professional development will be provided as needed. RtI team also monitors data and implements fidelity checks.
Person Responsible	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)

Activity #4	
Title	Character Counts
Rationale	It is a school and district focus to grow our students not only academically but socially as well.
Intended Outcome	The goal is to reduce office referrals and increase social emotional skills so students have the tools they need when presented with a social barrier as well as implement ways to increase positive talk within students.
Point Person	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)
Action Step	
Description	Through our reading curriculum, students are taught social emotional skills. They are provided many opportunities throughout the school day to practice these skills with their peers. In addition, our guidance team presents social emotional lessons school wide. Students are celebrated and rewarded daily in their classrooms with Jaguar tickets, weekly with Good Jaguar drawings, and monthly with Good Jaguar Character Award assemblies. This year the district has added a mental health counselor once a week to assist students and provide them with the skills needed to overcome social barriers.
Person Responsible	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will monitor through the following groups: RtI, Threat Assessment Team, and Guidance Team.
Person Responsible	Jeanette Murphy (jeanette.murphy@stjohns.k12.fl.us)