

St. Johns County School District

Picolata Crossing Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2017-18
Grade	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.

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.

Provide the school's vision statement.

All students will be provided an exceptional education that leads to a well-rounded individual who demonstrates good character, leadership, and critical thinking.

School Leadership Team

Membership

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

Name	Title
Goodwin, Kenneth	Principal
Kolk, Ewa	Assistant Principal
Rudi, Cristin	Instructional Coach

Duties

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

Principal: At Picolata 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. In addition, the principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive the services and supports they need to grow socially, emotionally, and academically. Furthermore, the principal works with the building leadership team to provide ongoing, job-embedded professional development to build school-wide capacity to better serve our students. The principal ensures that all staff comply with the district-wide school site standards.

Assistant Principal: The assistant principal at Picolata 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. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive the services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build school-wide capacity to better serve our students.

Instructional Literacy Coach: Picolata 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. The ILC plans and provides ongoing, job-embedded professional development to support our instructional staff.

School Psychologist: The school psychologist assigned to Picolata 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. The school psychologist works with the ESE team to ensure appropriate services and supports are provided to students.

Guidance Counselor: At Picolata 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. The guidance counselor creates mentoring programs for students, as well as conducts small group sessions to support students’ overall development.

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	0	10	4	7	10	10	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	3	2	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	6	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	3	17	8	0	0	0	0	0	0	0	28

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	7	2	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	3	2	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	3	2	2	0	0	0	0	0	0	0	0	7

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	0	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	0
Course failure in ELA or Math	0	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	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	0

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	0	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	0
Course failure in ELA or Math	0	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	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	0

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 lowest 25th percentile performed the lowest. Our lowest 25 percentile is mostly comprised of ESE students. We are not able to determine whether it is a trend for PCES, since it has only been open one year.

Which data component showed the greatest decline from prior year?

N/A due to a new school.

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

PCES scored above the state average in all components; however, PCES was closest to the state average in Science.

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

N/A, due to new school. However, based on our predicted scores, PCES outperformed the predicted scores in all areas.

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

PCES focused on learning gains, providing additional support for our lowest 25th percentile, goal setting with staff and students, and differentiating instruction.

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	74%	72%	56%	0%	68%	52%
ELA Learning Gains	70%	59%	55%	0%	59%	52%
ELA Lowest 25th Percentile	63%	50%	48%	0%	53%	46%
Math Achievement	77%	77%	62%	0%	70%	58%
Math Learning Gains	75%	67%	59%	0%	63%	58%
Math Lowest 25th Percentile	67%	58%	47%	0%	60%	46%
Science Achievement	68%	68%	55%	0%	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	0 (0)	10 (0)	4 (0)	7 (0)	10 (0)	10 (0)	41 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	3 (0)	2 (0)	0 (0)	5 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	6 (0)	2 (0)	8 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	17 (0)	8 (0)	28 (0)

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	76%	78%	-2%	57%	19%
	2017					
Cohort Comparison						
04	2018	75%	74%	1%	56%	19%
	2017					
Cohort Comparison		75%				
05	2018	72%	73%	-1%	55%	17%
	2017					
Cohort Comparison		72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	80%	-8%	62%	10%
	2017					
Cohort Comparison						
04	2018	89%	83%	6%	62%	27%
	2017					
Cohort Comparison		89%				
05	2018	66%	79%	-13%	61%	5%
	2017					
Cohort Comparison		66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	70%	73%	-3%	55%	15%
	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	40	54	58	42	71	76	21				
HSP	77	68		74	68						
MUL	67			50							

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
WHT	75	71	66	80	75	72	71				
FRL	61	61	61	66	75	65	62				
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

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	Increase instructional contact time so each student in the lowest 25th percentile receives small group instruction a minimum 30 minutes weekly.
Rationale	Prioritizing and honoring a grade-level intervention time at all grades, where teachers target instructional needs with researched based resources, will ensure that all students are receiving the support needed to make academic gains.
Intended Outcome	Providing intensive intervention will allow PCES to increase contact time with our lowest 25th percentile and provide strategic instruction to accelerate students' learning and academic gains. Our goal is to have our lowest 25th percentile receive a minimum of 65% learning gains on the FSA ELA and 69% on the FSA Math.
Point Person	Kenneth Goodwin (kenneth.goodwin@stjohns.k12.fl.us)
Action Step	
Description	Conduct SIPPS training for all new classroom teacher to create capacity to deliver effective interventions for struggling students. Use SAI funds to hire a tutor to support interventions.
	Conduct collaborative planning sessions to analyze student data, plan small group instruction, and create assessments for our lowest 25th percentile.
	Create extended-learning opportunities for at-risk students.
	Utilize BPIE strategies and information to better support ESE students in an inclusive environment.
Person Responsible	Cristin Rudi (cristin.rudi@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Conduct ongoing fidelity checks, monitor small group lesson plans, analyze iReady data, DRA data, student work, and common assessments.
Person Responsible	Kenneth Goodwin (kenneth.goodwin@stjohns.k12.fl.us)

Activity #2

Title	Increase reading comprehension for all third, fourth, and fifth grade students through the implementation of reader's workshop model with support from Making Meaning, as evidenced by 80% of students scoring at a Level 3 or higher on the ELA FSA.
Rationale	Through collaborative practices, teachers will work together to build capacity with implementing reader's workshop to provide authentic reading opportunities and support to develop students' ability to read and comprehend text effectively.
Intended Outcome	Increase students' ability to read and comprehend text effectively with 80% of students achieving a Level 3 or higher on the ELA FSA.
Point Person	Kenneth Goodwin (kenneth.goodwin@stjohns.k12.fl.us)

Action Step

Provide ongoing, job-embedded professional development to implement reader's workshop model classrooms that will be used to build educators' capacity and support a Balanced Literacy program.

Description Conduct weekly collaborative planning sessions to plan, implement, and evaluate the reader's workshop model.

Conduct lesson studies and classroom observations to build capacity with implementation of a Balanced Literacy program.

Person Responsible Cristin Rudi (cristin.rudi@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Ongoing classroom observations, small group lesson plans, analyze iReady data, DRA data, student work, and common assessments.

Person Responsible Ewa Kolk (ewa.kolk@stjohns.k12.fl.us)

Activity #3

Title 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 weekly reader's workshop.

Rationale Through collaborative practices, teachers will work together to build capacity with implementing reader's workshop to provide authentic reading opportunities and support to develop students' ability to read and comprehend text effectively.

Intended Outcome Provide increased opportunities for student to build early literacy skills and use the skills through authentic reading opportunities that will assist students in achieving end-of-year grade-level proficiency on the iReady with at least 85% of K students achieving proficiency, 75% of 1st grade, and 75% of 2nd grade achieving proficiency.

Point Person Kenneth Goodwin (kenneth.goodwin@stjohns.k12.fl.us)

Action Step

Provide ongoing, job-embedded professional development to implement reader's workshop model classrooms that will be used to build educators' capacity and support a Balanced Literacy program.

Description Conduct weekly collaborative planning sessions to plan, implement, and evaluate the reader's workshop model.

Conduct lesson studies and classroom observations to build capacity with implementation of a Balanced Literacy program.

Person Responsible Cristin Rudi (cristin.rudi@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Ongoing classroom observations, small group lesson plans, analyze iReady data, DRA data, student work, and common assessments.

Person Responsible Ewa Kolk (ewa.kolk@stjohns.k12.fl.us)