

Duval County Public Schools

# Pickett Elementary School



2019-20 Schoolwide Improvement Plan

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# Pickett Elementary School

6305 OLD KINGS RD, Jacksonville, FL 32254

<http://www.duvalschools.org/pickett>

## Demographics

**Principal: Violet Stovall**

Start Date for this Principal: 7/16/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: C (51%) 2014-15: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## SIP Authority

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

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

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

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

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

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# Pickett Elementary School

6305 OLD KINGS RD, Jacksonville, FL 32254

<http://www.duvalschools.org/pickett>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School KG-5</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>39%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<https://www.floridacims.org>.

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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.**

Pickett Elementary is continually striving to motivate and inspire each student by implementing standards-based instruction that is rigorous and relevant in a safe, positive and supportive environment that will build strong leaders, which will impact the lives of children, their families, and their communities academically and socially.

Our goals this year are to provide standards-based instruction in every classroom, consistently and continuously use data to inform decisions we make for our students' learning and social-emotional development, revise our systems and structures to increase student learning, and collaborate and work together with our parents and community to build learning bridges and support for our students.

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

The vision of Pickett Elementary is to motivate, inspire, and develop strong leaders academically and socially.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Smith, Carlene	Principal	<p>Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> <li>1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives.</li> <li>2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations.</li> <li>3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement.</li> <li>4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs.</li> <li>5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.</li> <li>6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs).</li> <li>7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success.</li> <li>8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.</li> <li>9. Performs other duties as assigned</li> </ol>
McCormick, Amber	Assistant Principal	<p>Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.</p> <p>Essential Functions:</p> <ol style="list-style-type: none"> <li>1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.</li> </ol>



Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.</li> <li>3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.</li> <li>4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.</li> <li>5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources.</li> <li>6. Collects and analyzes data for continuous school improvement.</li> <li>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</li> <li>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</li> <li>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</li> <li>10. Performs other duties as assigned.</li> </ol>

Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.

Bradner, Michelle	School Counselor	<p>Essential Functions:</p> <ol style="list-style-type: none"> <li>1. Designs and implements a data-driven, comprehensive guidance program to meet the academic, career, and social/personal needs of students at the school as outlined in the District School Counseling Plan. Supervises the maintenance and procedures regarding student records.</li> <li>2. Conducts classroom guidance activities focused on academic, career, and social emotional learning.</li> <li>3. Monitors each student's State Assessment requirements and course requirements for promotion and/or graduation.</li> <li>4. Implements, in conjunction with teachers and staff, the district career program to provide for students information on curriculum and specific programs; postsecondary opportunities; scholarships and financial aid; and</li> </ol>
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Name	Title	Job Duties and Responsibilities
		career opportunities. 5. Makes student referrals to school and community agencies and provides regular and appropriate feedback to teachers. 6. Offers developmental and preventive individual and group counseling for all students. 7. Conducts planned articulation and orientation program for feeder schools. 8. Serves as a resource person for school staff on guidance-related activities and techniques. 9. Coordinates district/community counseling services conducted in the school, including the services of the student services team that serves the school. 10. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training. 11. Performs other duties as assigned.
Feliciano, Melissa	Instructional Coach	Math Interventionist

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	26	34	34	33	33	28	0	0	0	0	0	0	0	188
Attendance below 90 percent	4	4	7	4	8	7	0	0	0	0	0	0	0	34
One or more suspensions	1	0	0	3	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	6	14	8	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	6	6	0	0	0	0	0	0	0	15

**The number of students identified as retainees:**

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

**FTE units allocated to school (total number of teacher units)**

10

**Date this data was collected or last updated**

Tuesday 7/16/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - 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 with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	50%	57%	53%	49%	55%
ELA Learning Gains	57%	56%	58%	60%	56%	57%
ELA Lowest 25th Percentile	50%	50%	53%	44%	54%	52%
Math Achievement	59%	62%	63%	51%	62%	61%
Math Learning Gains	51%	63%	62%	49%	63%	61%
Math Lowest 25th Percentile	31%	52%	51%	47%	54%	51%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	50%	48%	53%	48%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	26 (0)	34 (0)	34 (0)	33 (0)	33 (0)	28 (0)	188 (0)
Attendance below 90 percent	4 ( )	4 ( )	7 ( )	4 ( )	8 ( )	7 ( )	34 (0)
One or more suspensions	1 ( )	0 (0)	0 (0)	3 (0)	0 (0)	1 (0)	5 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	3 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	6 (0)	14 (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.  
 NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	51%	1%	58%	-6%
	2018	50%	50%	0%	57%	-7%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	39%	52%	-13%	58%	-19%
	2018	50%	49%	1%	56%	-6%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
05	2019	44%	50%	-6%	56%	-12%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		5%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	61%	12%	62%	11%
	2018	57%	59%	-2%	62%	-5%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	50%	64%	-14%	64%	-14%
	2018	52%	60%	-8%	62%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		-7%				
05	2019	53%	57%	-4%	60%	-7%
	2018	57%	61%	-4%	61%	-4%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	49%	-2%	53%	-6%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		-7%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	38		22	23						
BLK	44	50		47	35						
WHT	47	58		64	57	45	48				
FRL	47	54	46	59	47	23	48				
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	29	40		35	60						
BLK	40	40		44	58		54				
WHT	53	32		60	44						
FRL	43	31	29	53	53	50	45				
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	33	62		28	23						
BLK	49	57		39	52		50				
WHT	57	64		57	45		40				
FRL	48	54	40	49	47	54	39				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	7
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest performance was in math lowest performing quartile learning gains. A fourth/fifth grade three-way split with a new teacher contributed to the decline in math learning gains. Each class in fourth and fifth grade received math instruction for a third of the day. This meant less time for math small group instruction and math centers. Small group data-based instruction is necessary for targeting skills to improve student growth. Support personnel was not available to assist lower performing students (push-in/pull out services).

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline was seen in math lowest performing quartile learning gains. A fourth/fifth grade three-way split contributed to the decline in math learning gains. Each class in fourth and fifth grade

received math instruction for a third of the day. This meant less time for math small group instruction and math centers. Small group data-based instruction is necessary for targeting skills which are necessary to student growth. Support personnel was not available to assist lower performing students (push-in/pull out services). The students with disabilities consistently performed below grade level standards on the state assessment even with support personnel to assist them.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Reading proficiency displayed the largest gap when compared to the state average, with a difference of 9%. The school previously has the support of a reading coach and reading interventionist. Due to budget constraints, these positions were eliminated. The students did not have support personnel to assist in the classroom. As support is gradually eliminated, student proficiency declines.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The most improvement was seen in reading learning gains with an increase of 21%. The school attributes this success to a greater focus on small group instruction and reading across the curriculum. The school provided year long professional development for the teachers on small group instruction and reading across the curriculum. The school collaborated with two nearby schools with like populations to share best practices.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance is an area of great concern for this school year, although it is improving.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Target the bottom quartile students in math.
2. Target all students for math learning gains.
3. Improve attendance by 5%.
4. Improve overall proficiency in reading.
5. Improve overall proficiency in science.

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	Math Lowest Performing Quartile
<b>Rationale</b>	Math learning gains have been trending downward over the past three years.
<b>State the measurable outcome the school plans to achieve</b>	If all learning tasks, activities, and teacher led instruction are based on data and aligned to the expectation of the standards then student achievement will increase in all academic areas. (Students in the math lowest performing quartile will improve by 9%.)
<b>Person responsible for monitoring outcome</b>	Carlene Smith (smithc2@duvalschools.org)
<b>Evidence-based Strategy</b>	Based on data, our academic goal needs to focus on intentional learning activities aligned to standards in order to meet the individual needs of learners in whole group and small group settings. The school will purchase Acaletics for grades 2-5 to build foundational skills. The school will purchase a Math interventionist, paraprofessional, and part-time teacher using Title I funds. Student assessment data will be reviewed weekly at leadership team meetings and during common planning sessions with teachers. The school will purchase supplies to enhance classroom teaching and increase student achievement.
<b>Rationale for Evidence-based Strategy</b>	The data shows a significant decrease in math gains and math LPQ gains. Aligning tasks to standards will increase student performance and mastery of standards.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Purchase Math Interventionist, Paraprofessional, and part-time teacher with Title I funds to support lowest performing students.</li> <li>2. Small group instruction will focus on aligning learning tasks to standards.</li> <li>3. Professional development provided to teachers on standards and aligning tasks.</li> <li>4. Teacher instruction during learning centers will be scaffolded to meet student needs.</li> <li>5. Acaletics will be purchased and used for grades 2-5 to improve math foundational skills.</li> <li>6. The school will purchase supplies to enhance classroom teaching and increase student achievement.</li> </ol>
<b>Person Responsible</b>	Carlene Smith (smithc2@duvalschools.org)

<b>#2</b>	
<b>Title</b>	School Culture
<b>Rationale</b>	Improving the positive culture at our school will positively impact student learning.
<b>State the measurable outcome the school plans to achieve</b>	If we are all vested in and fully implement our school-wide PBIS plan, positive motivation through consistent rewards and incentives will lead to a decrease in class I and II behavioral referrals. (Class I and Class II behavioral referrals will decline by 10%.)
<b>Person responsible for monitoring outcome</b>	Amber McCormick (stillsona@duvalschools.org)
<b>Evidence-based Strategy</b>	Based on our discipline data, the school is improving in terms of decreasing Level I and Level II infractions. The school will continue to implement PBIS strategies to continue to improve student behavior, increase student achievement, and improve safety. Purchase incentives with Title I funds to promote positive behavior. The school will purchase supplies to enhance classroom teaching and increase student achievement.
<b>Rationale for Evidence-based Strategy</b>	The PBIS Plan put in place last year positively impacted student discipline and achievement data, so the school will continue to refine our systems and structures to increase student learning and behavior. Student referrals decreased by 22 over the past year and 89 over the past three years.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PBIS Team will collaboratively revise the PBIS plan based on discipline, attendance, and survey results from stakeholders. The school will continue the positive reward system started last year.</li> <li>2. PBIS team will review data quarterly to determine effectiveness and progress toward our goals.</li> <li>3. Provide professional development to novice teachers and those who need classroom management support.</li> <li>4. Present the school-wide PBIS plan to the faculty, staff, community, and students.</li> <li>5. Administrators and PBIS team will consistently monitor implementation of the PBIS plan with fidelity.</li> <li>6. The school will purchase supplies to enhance classroom teaching</li> <li>7. Purchase incentive for students to promote positive behavior, improve school safety and increase student achievement.</li> </ol>
<b>Person Responsible</b>	Amber McCormick (stillsona@duvalschools.org)

<b>#3</b>	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Students with Disabilities performance has been trending downward over the past three years.

<b>State the measurable outcome the school plans to achieve</b>	Students with Disabilities will improve in reading and math by 5%.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Based on data, our academic goal needs to focus on intentional learning activities aligned to standards in order to meet the individual needs of students with disabilities in whole group and small group settings. The school will purchase Acaletics for grades 2-5 to build foundational skills. The school will purchase a Math interventionist, paraprofessional, and part-time teacher using Title I funds. Students with disabilities' assessment data will be reviewed weekly at leadership team meetings and during common planning sessions with teachers. The school will purchase supplies to enhance classroom teaching and increase student achievement.
<b>Rationale for Evidence-based Strategy</b>	The data shows a significant decrease in reading and math scores for students with disabilities. Aligning tasks to standards will increase student performance and mastery of standards.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Purchase Math Interventionist, Paraprofessional, and part-time teacher with Title I funds to support students with disabilities.</li> <li>2. Small group and pull out instruction will focus on aligning learning tasks to standards.</li> <li>3. Professional development provided to general education and ESE teachers on standards and aligning tasks.</li> <li>4. Teacher instruction during learning centers will be scaffolded to close the gap for student with disabilities.</li> <li>5. Acaletics will be purchased and used for grades 2-5 to improve math foundational skills.</li> <li>6. The school will purchase supplies to enhance classroom teaching and increase student achievement.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Attendance is an area of focus the school will address this school year through student incentives and monitoring by staff and students. Students will track their own attendance data.

## 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 Schoolwide Improvement Plan 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.**

We will collaborate and work together with our parents and community to build learning bridges and support for our students. The Parent and Family Engagement Plan will include strategies for building positive relationships with parents, families, and community stakeholders. Activities will include strategies for assisting students at home.

#### **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.**

In order to meet the social-emotional needs of all the students monthly grade level lessons are taught by the school counselor to teach social skill and character development. Brief counseling is provided to assist students with individual social and emotional needs. Students and families are referred out to different agencies based on the student or family's needs (Historic James Weldon Johnson Full Service, Child Guidance, Northwest Behavioral). The school also utilizes monthly character traits to reinforce various life skills related to character education and leadership. Teachers implement the Sanford Harmony curriculum daily to assist students in acquiring and improving social-emotional skills.

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

Pickett Elementary offers a voluntary pre-kindergarten program. A highly qualified teacher and paraprofessional support the classroom instruction. They follow a district provided, standards-based curriculum. This allows our students to transition into our kindergarten classes the following year. Fifth graders are encouraged to attend the School Choice Expo to explore middle school options. Several middle school representatives visit the school to provide students information regarding their unique programs. Students visit Ribault Middle School and tour the school to obtain information about the program.

#### **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.**

The leadership team will meet weekly with a focus on student learning. The team will review student achievement data to identify school-wide, grade-level specific, and student-specific needs. The team will oversee implementation of the MTSS/RtI models. The weekly leadership team meetings will serve to make instructional decisions, determine professional development needs, and resource needs, based on

student data (academic, attendance, and behavioral). The team will collaborate to problem solve, share effective practices, evaluate implementation, and make decisions to move student data forward. Based on student math data, the leadership team decided to use Title I funds to pay for a math interventionist, a paraprofessional, a part-time teacher, and the math computer program Acaletics, to assist students in building foundational math skills. Title I funds will be used to purchase incentives to promote positive behavior and attendance.

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

The school advances colleges and career awareness in several ways. The school counselor facilitates lessons on college and career awareness, the school celebrates Jacksonville Goes to College Week by designing activities for each day that promote college and career awareness, and the students track their college and career readiness through Achieve 3000.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Math Lowest Performing Quartile	\$0.00
2	III.A.	Areas of Focus: School Culture	\$0.00
3	III.A.	Areas of Focus: Students with Disabilities	\$0.00
<b>Total:</b>			<b>\$0.00</b>