

Duval County Public Schools

# Pickett Elementary School



## 2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>22</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Pickett Elementary School

6305 OLD KINGS RD, Jacksonville, FL 32254

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

## Demographics

**Principal: Violet Stovall**

Start Date for this Principal: 6/4/2020

<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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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%)
<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 is pending approval by the Duval County School Board.

## 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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Pickett Elementary School

6305 OLD KINGS RD, Jacksonville, FL 32254

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

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	52%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

## School Board Approval

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## SIP Authority

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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.**

To build strong leaders, academically and socially, by implementing standards-based instruction daily in a safe, positive, and supportive environment which will positively impact students, families, and the community.

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

Every student is motivated, inspired, and developed academically and socially to become strong leaders, proficient learners, responsible citizens, and productive community members.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities 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
		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Collects and analyzes data for continuous school improvement.</p> <p>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p> <p>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</p> <p>10. Performs other duties as assigned.</p>
Bradner, Michelle	School Counselor	<p>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.</p> <p>Essential Functions:</p> <p>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.</p> <p>2. Conducts classroom guidance activities focused on academic, career, and social emotional learning.</p> <p>3. Monitors each student's State Assessment requirements and course requirements for promotion and/or graduation.</p> <p>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</p>



Name	Title	Job Duties and Responsibilities
		<p>career opportunities.</p> <ol style="list-style-type: none"> <li>5. Makes student referrals to school and community agencies and provides regular and appropriate feedback to teachers.</li> <li>6. Offers developmental and preventive individual and group counseling for all students.</li> <li>7. Conducts planned articulation and orientation program for feeder schools.</li> <li>8. Serves as a resource person for school staff on guidance-related activities and techniques.</li> <li>9. Coordinates district/community counseling services conducted in the school, including the services of the student services team that serves the school.</li> <li>10. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training.</li> <li>11. Performs other duties as assigned.</li> </ol>
Feliciano, Melissa	Instructional Coach	<p>Math Coach: Improves math instruction and content knowledge by coaching, training, and supporting school-based mathematics teachers.</p> <p>Essential Functions:</p> <ol style="list-style-type: none"> <li>1. Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in mathematics.</li> <li>2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>3. Assists mathematics teachers with planning instruction and assessments based on national and state standards and benchmarks; use of pacing charts and instructional strategies and materials; and use of data from formative assessments and district assessments to improve instruction.</li> <li>4. Supports math teachers with planning instruction to meet student needs through differentiated instruction.</li> <li>5. Provides classroom support by observing, modeling, co-teaching, and providing specific feedback. Interprets state and district mandates for math teachers and how these mandates support student achievement.</li> <li>6. Provides support for school-based professional development to build school training capacity.</li> <li>7. Develops and delivers school-based professional development in mathematics content and instructional strategies for assigned grades or content area, based on targeted school needs and identified teacher needs.</li> <li>8. Provides follow-up support at the school level for district professional development in mathematics.</li> <li>9. Supports school leadership teams in development and facilitation of professional learning communities for professional study and collaborative work such as lesson study and examining student work.</li> <li>10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.</li> <li>11. Performs other duties as assigned.</li> </ol>

## Demographic Information

### Principal start date

Thursday 6/4/2020, Violet Stovall

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Total number of teacher positions allocated to the school**

12

### Demographic Data

<b>2020-21 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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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%)
<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> .	

## 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	33	30	39	39	27	22	0	0	0	0	0	0	0	190
Attendance below 90 percent	3	4	12	6	3	4	0	0	0	0	0	0	0	32
One or more suspensions	0	0	1	2	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	2	2	1	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	22	21	22	16	5	12	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide Math assessment	27	22	29	24	5	6	0	0	0	0	0	0	0	113

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	22	19	24	16	5	7	0	0	0	0	0	0	0	93

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	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	2	0	2	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 6/4/2020

### Prior Year - 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	
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	

**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	
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	

## 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%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%
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				

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
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.

ESSA Federal Index	
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%

Subgroup Data	
Students With Disabilities	
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%	1
English Language Learners	
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%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

## 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 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). 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 had 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?**

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 lowest performing 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:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	Based on our school's standards-based instruction continuum self-assessment, ratings for Collaborative Administration, Standards-based Planning, and Aligned Observation Ratings are in the moderate category. Based on the Standards Walkthrough Dashboard, only 30% of our classrooms exhibited alignment of assessments to the standards. If all learning tasks, assessments, and teacher-led instruction are based on data and strongly aligned to the expectation of the standards, then student achievement will increase in all academic areas.
<b>Measurable Outcome:</b>	80% of content area teachers will engage in deep standards-aligned planning and instructional delivery.
<b>Person responsible for monitoring outcome:</b>	Carlene Smith (smithc2@duvalschools.org)
<b>Evidence-based Strategy:</b>	Administrators and teachers will plan collaboratively to align instruction, learning tasks, and assessments to standards in order to improve student outcomes. The school will purchase Acaletics for grades 2-5 to build foundational skills and eliminate achievement gaps. The school will purchase a Math Coach, paraprofessional, and certified teacher tutors using Title I funds to provide intervention for students. The Math Coach will also provide support for teachers in standards-based work. Students assessment data in all subgroups will be reviewed weekly at leadership team meetings and during common planning sessions. The school will utilize a common planning framework to ensure alignment of practices to standards. The school will purchase supplies to enhance classroom instruction and increase student achievement.
<b>Rationale for Evidence-based Strategy:</b>	Aligning tasks, assessments, and instruction to standards will increase student performance and mastery of standards. According to Acaletics, the program helps improve classroom instruction and learning, test scores, and student competence and confidence by providing invaluable resources and direct support to school administrators, teachers, students, and parents (www.acaletics.com). Research shows that math coaches need to be full time in the classroom as much as possible to improve achievement ( <a href="https://www.edweek.org/ew/articles/2020/05/06/are-math-coaches-the-answer-to-lagging.html">https://www.edweek.org/ew/articles/2020/05/06/are-math-coaches-the-answer-to-lagging.html</a> ).

**Action Steps to Implement**

1. Weekly common planning will focus on aligning instructional practices, tasks, and assessments to standards (unpack standards, create learning archs, develop standards-aligned assessments).
2. Professional development will focus on standards alignment.
3. Administrators will utilize the Standards Walkthrough Tool to measure progress towards full alignment to standards.
4. General education teachers and special education teachers will participate in common planning to plan standards-based instruction.
5. Purchase a Math Coach, paraprofessional, and certified teacher tutors with Title I funds to provide intervention in reading, math, and science. The Math Coach will support the professional development of teachers.
6. Acaletics will be purchased and used for grades 2-5 to improve math foundational skills.
7. The school will purchase supplies to enhance classroom instruction and increase student achievement.

**Person Responsible** Carlene Smith (smithc2@duvalschools.org)

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Improving the culture and safety of our school will positively impact student learning. If we are all vested in and fully implement our school-wide PBIS plan as well as make changes to address students' and parents' safety concerns, positive motivation through consistent rewards and incentives and a safer environment will lead to improved social emotional well-being and greater stakeholder satisfaction.

**Measurable Outcome:** Based on the 2020 5Essentials survey data, safety was the lowest rated area with a drop from 54 to 36 points. The safety rating will improve by 10 points as measured by the 5Essentials survey.

**Person responsible for monitoring outcome:** Amber McCormick (stillsona@duvalschools.org)

**Evidence-based Strategy:** 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 improve student behavior, increase student achievement, and enhance safety. The school will purchase incentives to promote positive behavior. The school will purchase supplies to enhance classroom instruction and increase student achievement. School-wide implementation of Calm Classroom will begin on the first day of school. The school will continue to implement Sanford Harmony.

Based on 5Essentials survey data, students indicated they did not feel safe on the school bus and in the hallways and parents indicated that they were concerned about bullying. The school will address these concerns with new PBIS lessons geared towards hallway safety, bus safety, and bullying. Fourth and fifth grade classrooms will be moved to classrooms with a restroom in the room to alleviate the hallway/bathroom concerns. Monitors will be provided in classrooms and on buses to ensure student safety.

**Rationale for Evidence-based Strategy:** By focusing on PBIS, educators create an environment that helps all students achieve important behavior changes. When implemented correctly, PBIS promotes a more positive school climate, safer learning environments, and more trusting and respectful student-teacher relationships (pbis.org). The PBIS plan put in place last year positively impacted student discipline, so the school will continue to refine our systems and structures to increase student learning, behavior, and safety. There has been a decline in referrals over the past two years.

Additionally, Calm Classroom techniques provide skills to students and educators to create a healthier, more empowered learning environment (calmclassroom.com). Sanford Harmony fosters respectful communication and understanding, connection, and community inside and outside the classroom (sanfordharmony.org).

**Action Steps to Implement**

1. PBIS Team will collaboratively revise the PBIS plan based on PBIS observation data, discipline and attendance data, and 5Essentials survey results from stakeholders. The school will use a school-wide rewards system to motivate students.
2. PBIS Team will review data quarterly to determine progress toward our goals.
3. Current PBIS lessons will be revised and new lessons will be added. Professional development will be provided to teachers and staff on the PBIS plan and lessons.
4. School-wide PBIS plan presented to the staff, parents, community, and students.
5. Counselor provides lessons for students on conflict resolution, anger management, and bullying.

6. Orientation for acclimating new students.
7. The school will purchase supplies and incentives to enhance classroom teaching, promote positive behavior, increase student safety, and bolster student achievement.
8. Fourth and fifth grade students will be moved to classrooms with restrooms.
9. Classroom and bus monitors will be utilized.
10. Lessons on hallway safety, bus safety, and bullying will be added to the PBIS lessons.
11. Implement Calm Classroom school-wide.
12. Continue to implement Sanford Harmony school-wide.

**Person Responsible** Amber McCormick (stillsona@duvalschools.org)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Students with disabilities' performance has been trending downward over the past three years. Additionally, lack of planning between general education and ESE teachers had resulted in inconsistent student achievement results. If general education and ESE teachers plan and teach collaboratively, then student outcomes with students with disabilities will improve in all content areas.

**Measurable Outcome:** General education and ESE teachers will collaboratively plan weekly.

**Person responsible for monitoring outcome:** Carlene Smith (smithc2@duvalschools.org)

**Evidence-based Strategy:** Based on data, our goal needs to focus on collaborative planning with general education and ESE teachers. The focus of collaborative planning will be aligning learning tasks and assessments 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 math foundational skills. The school will purchase a Math Coach, paraprofessional, and certified teacher tutor using Title I funds to provide remediation and interventions to students with disabilities. Assessment data will be reviewed weekly at leadership team meetings and during common planning sessions. The school will purchase supplies to enhance classroom teaching and increase student achievement. The school will utilize their partnership with the Florida Inclusion Network (FIN) to provide professional development to teachers, plan instruction for students with disabilities, and create a schedule with students with disabilities in mind.

**Rationale for Evidence-based Strategy:** 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.

Co-teaching has been found to have significantly better outcomes for students than training by just one teacher (Collaboartive Teaching in Elementary Schools, Murawski, Wendy). When teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students.

**Action Steps to Implement**

1. General education and ESE teachers will plan collaboratively at least once a week.
2. Purchase Math Coach, paraprofessional, and certified teacher tutor with Title I funds to provide remediation and intervention to students with disabilities (SWDs).
3. Small group and pull out instruction will focus on aligning learning tasks to standards.
4. Professional development provided to general and ESE teachers on standards and aligning tasks, collaborative teaching, and planning, instructing, and assessing SWDs.
5. Teacher instruction during learning centers will be scaffolded to close the gap for SWDs.
6. Acaletics purchased and used for grades 2-5 to improve math foundational skills.
7. Supplies purchased to enhance classroom instruction and increase student achievement.
8. FIN professional development will include inclusive scheduling, reading and understanding IEPs, planning with IEPs in mind, writing IEPs to reach the standards, assessing and grading SWDs, and instructing students on access points.

**Person Responsible:** Carlene Smith (smithc2@duvalschools.org)

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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.**

**Communication with parents is another concern. Staff will be strengthened parent communication through the addition of Classroom Dojo to monitor student behavior and inform parents about classroom and school events.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Pickett Elementary School collaborates with parents and the community to build learning bridges and support for our students. The Parent and Family Engagement Plan include strategies for building positive relationships with parents, families, and community stakeholders. Activities include strategies for assisting students at home, monthly parent workshops and events, and opportunities to share feedback with the school and participate in school-based decision making. The school regularly communicates with families via School Messenger, Facebook, flyers, and the classroom-based apps. The school analyzes survey data from families to make decisions about how to best foster a positive school culture and environment.

### **Parent Family and Engagement Plan (PFEP) Link**

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