

Duval County Public Schools

Pickett Elementary School



2021-22 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: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (49%) 2017-18: C (45%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	60%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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	Position 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"> 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. 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. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 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. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 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). 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. 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. 9. Performs other duties as assigned
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"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>engaged in the educational process.</p> <ol style="list-style-type: none"> 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. 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. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 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. Collects and analyzes data for continuous school improvement. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. Performs other duties as assigned.
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> <ol style="list-style-type: none"> 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. Conducts classroom guidance activities focused on academic, career, and social emotional learning. Monitors each student's State Assessment requirements and course requirements for promotion and/or graduation. 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 career opportunities. Makes student referrals to school and community agencies and provides

Name	Position Title	Job Duties and Responsibilities
		<p>regular and appropriate feedback to teachers.</p> <p>6. Offers developmental and preventive individual and group counseling for all students.</p> <p>7. Conducts planned articulation and orientation program for feeder schools.</p> <p>8. Serves as a resource person for school staff on guidance-related activities and techniques.</p> <p>9. Coordinates district/community counseling services conducted in the school, including the services of the student services team that serves the school.</p> <p>10. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training.</p> <p>11. Performs other duties as assigned.</p>
Feliciano, Melissa	Math Coach	<p>Improves math instruction and content knowledge by coaching, training, and supporting school-based mathematics teachers.</p> <p>Essential Functions:</p> <p>1. Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in mathematics.</p> <p>2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>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.</p> <p>4. Supports math teachers with planning instruction to meet student needs through differentiated instruction.</p> <p>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.</p> <p>6. Provides support for school-based professional development to build school training capacity.</p> <p>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.</p> <p>8. Provides follow-up support at the school level for district professional development in mathematics.</p> <p>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.</p> <p>10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.</p> <p>11. Performs other duties as assigned.</p>
Grissinger, Amy	Reading Coach	<p>Improves language arts instruction and content knowledge by coaching, training, and supporting school-based language arts teachers.</p> <p>Essential Functions:</p>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Assist school administrators and language arts teachers with analysis of school, class, and individual student data to determine needs in language arts. 2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. 3. Assists language arts 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. 4. Supports language arts teachers with planning instruction to meet student needs through differentiated instruction. 5. Provides classroom support by observing, modeling, co-teaching, and providing specific feedback. Interprets state and district mandates for language arts teachers and how these mandates support student achievement. 6. Provides support for school-based professional development to build school training capacity. 7. Develops and delivers school-based professional development in language arts content and instructional strategies for assigned grades or content area, based on targeted school needs and identified teacher needs. 8. Provides follow-up support at the school level for district professional development in language arts. 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. 10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings. 11. Performs other duties as assigned.

Demographic Information

Principal start date

Friday 7/1/2016, 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

14

Total number of students enrolled at the school

198

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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

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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 6/17/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	50%	57%	49%	50%	56%
ELA Learning Gains				57%	56%	58%	36%	51%	55%
ELA Lowest 25th Percentile				50%	50%	53%	33%	46%	48%
Math Achievement				59%	62%	63%	54%	61%	62%
Math Learning Gains				51%	63%	62%	52%	59%	59%
Math Lowest 25th Percentile				31%	52%	51%	44%	48%	47%
Science Achievement				50%	48%	53%	50%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	52%	51%	1%	58%	-6%
Cohort Comparison						
04	2021					
	2019	39%	52%	-13%	58%	-19%
Cohort Comparison		-52%				
05	2021					
	2019	44%	50%	-6%	56%	-12%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	61%	12%	62%	11%
Cohort Comparison						
04	2021					
	2019	50%	64%	-14%	64%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-73%				
05	2021					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	49%	-2%	53%	-6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Kindergarten, first, and second grades used the Reading and Math iReady Diagnostics.
 Third, fourth, and fifth grades used the Reading and Math Progress Monitoring Assessments (PMAs).
 Fifth grade used the Science Progress Monitoring Assessments (PMAs).

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	19%	27%
	Economically Disadvantaged	11%	17%	31%
	Students With Disabilities	25%	25%	25%
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	11%	33%
	Economically Disadvantaged	0%	8%	35%
	Students With Disabilities	0%	25%	25%
	English Language Learners	n/a	n/a	n/a

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	29%	48%
	Economically Disadvantaged	14%	22%	47%
	Students With Disabilities	0%	0%	25%
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	29%	54%
	Economically Disadvantaged	0%	22%	50%
	Students With Disabilities	0%	0%	25%
	English Language Learners	n/a	n/a	n/a
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	39%	41%
	Economically Disadvantaged	33%	42%	46%
	Students With Disabilities	14%	29%	14%
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	62%	57%
	Economically Disadvantaged	42%	61%	43%
	Students With Disabilities	43%	71%	29%
	English Language Learners	n/a	n/a	n/a

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	57%	50%
	Economically Disadvantaged	21%	56%	52%
	Students With Disabilities	0%	0%	0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38%	41%	46%
	Economically Disadvantaged	36%	38%	40%
	Students With Disabilities	0%	0%	0%
	English Language Learners	n/a	n/a	n/a
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	40%	48%
	Economically Disadvantaged	46%	38%	48%
	Students With Disabilities	40%	0%	25%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41%	52%	48%
	Economically Disadvantaged	46%	52%	48%
	Students With Disabilities	20%	25%	0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	31%	56%	40%
	Economically Disadvantaged	29%	57%	38%
	Students With Disabilities	0%	0%	0%
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17			18							
BLK	41	50		52							
WHT	35	40		60	53		29				
FRL	36	35		52	45		24				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	5
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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	43
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For the last three years, there has been a steady decline in reading proficiency across all grade levels. Reading gains and lower performing quartile gains have been inconsistent. Math proficiency in fifth grade has consistently increased while third and fourth grade proficiency has been inconsistent. For the last two testing years, there has been a downward trend in math gains and lower performing quartile gains. Science proficiency was consistent until this year where we saw a sharp decline.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The area in greatest need of improvement is science proficiency. The second area of concern is reading proficiency and learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One highly impactful factor was the student body's poor attendance and students receiving instruction online. Many of our virtual students were not fully engaged daily. To address these barriers, attendance incentives will be utilized including daily and monthly recognition for improved attendance. None of our students will be attending school virtually this school year, so we will be able to engage students face-to-face. We have created a whole school literacy remediation time for 45 minutes per day. This will help close the gaps brought on by the pandemic.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The areas of greatest improvement were in fourth and fifth grade math proficiency. Fourth grade proficiency improved by 13 percentage points and fifth grade proficiency improved by 8 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The support provided by administrators and the math coach, purchased through Title I funds, helped to improve math collaborative planning and standards-aligned instruction. The math coach facilitated small groups for math remediation.

What strategies will need to be implemented in order to accelerate learning?

Administrators and the instructional coaches will take a deeper dive into standards/benchmark alignment to strengthen instructional delivery. Our collective focus will be on strongly aligned student tasks and assessments to standards/benchmarks. We will work closely with the district specialists to identify specific areas of need and implement solutions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly common planning sessions focused on data analysis and standards-based instruction, opportunities for district-provided training, and early dismissal day trainings focused on family engagement and vocabulary enhancement will comprise the bulk of our professional development for staff.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A full time nurse will assist with Covid-19 protocols. This will curb the number of students needing to leave campus for health reasons. The district will provide support through a new attendance department which will help decrease the number of absences.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Based on our instructional review and teacher feedback, instruction, tasks, and assessments need to more closely align with grade level 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.
Measurable Outcome:	100% of content area teachers will engage in deep standards-aligned planning and instructional delivery.
Monitoring:	Weekly common planning sessions will be documented pertaining to advancing teacher knowledge and expertise on standards-based instruction. Weekly standards walk throughs will be conducted by administration to monitor the implementation of the standards-based program. Student data will be monitored using blended learning platforms, district assessments, and state assessments.
Person responsible for monitoring outcome:	Carlene Smith (smithc2@duvalschools.org)
Evidence-based Strategy:	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, the Wordly Wise vocabulary curriculum, professional development book on vocabulary acquisition (101 Strategies to Make Academic Vocabulary Stick by Marilee Sprenger), an instructional paraprofessional, and certified teacher tutors using Title I funds to provide intervention for students. The Math Coach and Reading Coach will provide support for teachers in standards-based work. Student 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.
Rationale for Evidence-based Strategy:	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.acletics.com). Research shows that math coaches need to be full time in the classroom as much as possible to improve achievement (https://www.edweek.org/ew/articles/2020/05/06/are-math-coaches-the-answer-to-lagging.html). The creators of Wordly Wise assert that Wordly Wise 3000® provides direct academic vocabulary instruction that develops the critical link between vocabulary and reading comprehension. Direct instruction of important, useful, or difficult words for each grade level helps students successfully comprehend content-area texts and improve test results (https://eps.schoolspecialty.com/products/literacy/vocabulary/wordly-wise-3000-3rd-edition/about-the-program).

Action Steps to Implement

1. Weekly common planning and professional development will focus on aligning instructional practices, tasks, and assessments to standards.
2. Administrators will utilize the Standards Walkthrough Tool to measure progress towards full alignment to standards.
3. General education teachers and special education teachers will participate in common planning to plan standards-based instruction.

4. Purchase a Math Coach, paraprofessional, and certified teacher tutors with Title I funds to provide intervention in reading, math, and science. The Math Coach and Reading Coach will support the professional development of teachers.
5. Acaletics will be purchased and used for grades 2-5 to improve math foundational skills.
6. Wordly Wise will be purchased to provide direct vocabulary instruction to enhance reading comprehension.
7. The school will purchase a professional development book to provide teachers with tools to build vocabulary skills in students.
8. 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	Improving the culture and safety of our school will positively impact student learning. If we collectively maintain schoolwide discipline through the PBIS plan, then student safety, engagement, and social-emotional health will improve.
Description and Rationale:	
Measurable Outcome:	Based on the Safe Schools for Alex data, Pickett was above average in discipline incident reporting. Discipline referrals will decrease by 10%.
Monitoring:	<p>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. The school will utilize reflection forms for students sent to the office for discipline.</p> <p>During bi-weekly leadership team meetings, discipline data will be reviewed and analyzed for trends. The leadership team will discuss possible solutions.</p>
Person responsible for monitoring outcome:	Amber McCormick (stillsona@duvalschools.org)
Evidence-based Strategy:	<p>A combination of PBIS, reflection, and restorative justice will be utilized to increase positive behaviors in students.</p> <p>Research suggests that Positive Behavioral Interventions and Supports (PBIS) can reduce student disciplinary office referrals and out-of-school suspensions, especially when implemented with fidelity (https://eric.ed.gov/?id=EJ1145826).</p> <p>Research shows that restorative justice programs have helped reduce exclusionary (https://www.nea.org/advocating-for-change/new-from-nea/restorative-practices-schools-work-they-can-work-better).</p>
Rationale for Evidence-based Strategy:	<p>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 school will continue to refine our PBIS systems and structures to increase student learning, behavior, and safety. Although reporting of referrals was considered high, there has been a decrease in referrals over the past three years.</p> <p>The school will add reflective practices to their discipline methods to assist students in understanding and correcting their actions.</p> <p>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).</p>

Action Steps to Implement

1. PBIS Team will collaboratively revise the PBIS plan based on PBIS observation data, discipline and attendance data, the Safe Schools for Alex 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. Orientation for acclimating new students.

6. The school will purchase supplies and incentives to enhance classroom teaching, promote positive behavior, increase student safety, and bolster student achievement.

7. Continue to implement Sanford Harmony school-wide.

8. Implement reflection practices with the use of reflection sheets.

Person
Responsible Carlene Smith (smithc2@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 and increase access to grade level instruction, then student outcomes for students with disabilities will improve in all content areas.

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

Monitoring: Meeting notes from collaborative planning sessions will be reviewed by administrators. Collaboratively created lesson plans will be reviewed by administrators for alignment to grade level standards.

Person responsible for monitoring outcome: [no one identified]

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, the Wordly Wise vocabulary curriculum, an instructional paraprofessional, and certified teacher tutors 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 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 and assessments to standards will increase student performance and mastery of standards.

Evidence-based Strategy: Co-teaching (general education teacher teaching collaboratively with the ESE teacher) 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, Wordly Wise vocabulary program, 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.

Person Responsible Carlene Smith (smithc2@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.</p> <p>o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 63%, 4th grade is 66%, and 5th grade is 58%.</p> <p>o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%</p>
Measurable Outcome:	<p>K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.</p> <p>*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.</p>
Monitoring:	<p>Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.</p>
Person responsible for monitoring outcome:	<p>Carlene Smith (smithc2@duvalschools.org)</p> <p>Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.</p>
Evidence-based Strategy:	<p>Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.</p> <p>Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.</p>

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-into-big-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teaching-strategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Carlene Smith (smithc2@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Carlene Smith (smithc2@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Carlene Smith (smithc2@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The area of most concern is violent incidents, in this case fighting. All other areas were categorized "very low". During our monthly leadership team meetings and Behavior Threat Assessment Team meetings, data from referrals related to fighting will be discussed.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders responsible for promoting a positive culture and environment are the administration, leadership team, teachers, staff, and parents. The teachers and staff must implement our school-wide positive behavior and incentive plan; the PBIS team and administrators must monitor implementation and effectiveness of the plan and make revisions based on evidence. Parents must engage in parent events and communicate regularly with the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00

3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00