Wards Creek Elementary School

2021-22 Schoolwide Improvement Plan

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Wards Creek Elementary School

6555 STATE ROAD 16, St Augustine, FL 32092

http://www-wce.stjohns.k12.fl.us/

Demographics

Principal: Kevin Klein

Start Date for this Principal: 7/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (64%) 2016-17: A (62%)
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 St. Johns 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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6555 STATE ROAD 16, St Augustine, FL 32092

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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 PK-5	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At WCES we ensure Achievement, Learning and Leadership for ALL.

Provide the school's vision statement.

To build and sustain a culture that provides a safe environment where all stakeholders collaborate to ensure growth and achievement for ALL.

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
Klein, Kevin	Principal	Site-based manager of the school. Determines policies and procedures for all.
Haynes, Julie	Assistant Principal	Assistant Principal
Adolf, Leanne	School Counselor	Character Counts lessons, MTSS team member, and testing coordinator
Hagan, Robie	Instructional Coach	Instructional Literacy Coach - PLCs for teachers, MTSS team member, curriculum advisor for administration

Demographic Information

Principal start date
Thursday 7/15/2021, Kevin Klein

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.*
5

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.*
8

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school

792

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

0

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

16

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	99	89	116	118	109	118	0	0	0	0	0	0	0	649
Attendance below 90 percent	5	4	6	4	8	4	0	0	0	0	0	0	0	31
One or more suspensions	0	1	1	0	0	7	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	3	1	3	0	0	0	0	0	0	0	7
Course failure in Math	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	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	11	16	0	0	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	1	2	4	0	3	0	0	0	0	0	0	0	10

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	5	4	9	9	4	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/1/2021

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	76	82	100	108	103	102	0	0	0	0	0	0	0	571
Attendance below 90 percent	2	1	2	1	3	1	0	0	0	0	0	0	0	10
One or more suspensions	0	1	1	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	6	6	6	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	7	10	4	0	0	0	0	0	0	0	21

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	1	0	0	0	0	0	0	0	1

The number of students identified as retainees:

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

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	76	82	100	108	103	102	0	0	0	0	0	0	0	571
Attendance below 90 percent	2	1	2	1	3	1	0	0	0	0	0	0	0	10
One or more suspensions	0	1	1	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	6	6	6	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	7	10	4	0	0	0	0	0	0	0	21

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	1	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	3	1	0	0	0	0	0	0	0	0	0	5
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 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				79%	75%	57%	73%	72%	56%
ELA Learning Gains				72%	67%	58%	62%	59%	55%
ELA Lowest 25th Percentile				65%	59%	53%	44%	50%	48%
Math Achievement				84%	77%	63%	77%	77%	62%
Math Learning Gains				74%	69%	62%	70%	67%	59%
Math Lowest 25th Percentile				64%	59%	51%	49%	58%	47%
Science Achievement				72%	72%	53%	71%	68%	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	77%	78%	-1%	58%	19%
Cohort Comparison						
04	2021					
	2019	79%	77%	2%	58%	21%
Cohort Comparison		-77%				
05	2021					
	2019	77%	76%	1%	56%	21%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	82%	3%	62%	23%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	81%	82%	-1%	64%	17%
Cohort Comparison		-85%				
05	2021					
	2019	85%	80%	5%	60%	25%
Cohort Comparison		-81%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	73%	-1%	53%	19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready data.
Fall = percent of students Early on Grade Level or above.
Winter = percent of students Mid On Grade Level or above.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	44	
	Economically Disadvantaged			
	Students With Disabilities	19	25	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	38	
	Economically Disadvantaged			
	Students With Disabilities	25	25	
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	54	
	Economically Disadvantaged			
	Students With Disabilities	8	7	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	36	
	Economically Disadvantaged			
	Students With Disabilities	12	11	
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	52	
	Economically Disadvantaged			
	Students With Disabilities	35	29	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	28	
	Economically Disadvantaged			
	Students With Disabilities	8	11	
	English Language Learners			

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	54	35	
	Economically Disadvantaged			
	Students With Disabilities	24	6	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	43	23	
	Economically Disadvantaged			
	Students With Disabilities	0	6	
	English Language Learners			

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	50	35	
	Economically Disadvantaged			
	Students With Disabilities	8	8	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	43	26	
	Economically Disadvantaged			
	Students With Disabilities	12	4	
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	41	31	38	48	40	33	40				
HSP	64	100		73	82		58				
MUL	70			70							
WHT	76	56	33	75	51	27	65				
FRL	65	48	40	63	48		48				
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	54	46	55	59	69	68	36				
ASN	75	82		92	100						
HSP	68	67		89	70		71				
MUL	92	86		81	50						
WHT	80	71	69	83	75	61	73				
FRL	68	67	65	79	71	47	67				
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	35	35	33	34	36	33	43				
ASN	70			60							
HSP	67	56		76	75		65				
MUL	84	59		88	59						
WHT	74	63	45	77	71	51	73				
FRL	59	49	34	66	64	42	60				

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	58
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	407
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	55
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The percentage of students level 3 and above in reading is significantly lower for the subgroup of black students. In addition, students with disabilities were significantly lower in percentage of students level 3 and above in reading, math and science.

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

Reading and Math learning gains, in addition to learning gains for both subjects in the lowest 25%

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

Due to COVID-19 shut down during the 18-19 school year, there were several gap standards in which the students needed during the 19-20 school year. These gap standards must be addressed this year, through interventions so that the student gap does not continue to widen.

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

Students with disabilities had a slight improvement in science achievement.

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

5th grade team reviewed the 3rd and 4th grade standards that needed reinforcement prior to the FSA Science Assessment .

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

Formative Assessments upon introduction of a standard or skill. If mastered with 100% those students can move into enrichment groups within the classroom while others get standard instruction. We have a schoolwide enrichment block for students ready for higher order thinking skills hands on activities.

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.

Differentiation strategies and thorough understanding of Bloom's Taxonomy and Webb's Design of Instruction.

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

Intervention block to remediate students through homogeneous grouping within the grade level. Ensuring minutes of instruction for those within the I-Ready instructional learning paths. ESE group monitoring and discussion of progress being made toward grade level standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	To close the achievement gap, students identified in the bottom quartile must make considerable learning gains in their quest to proficiency. Unfortunately this gap widened from the previous year.
Measurable Outcome:	Learning Gains of the Lowest 25% will reach 50%
Monitoring:	Frequent grade level meetings with conversations about the progress of the lowest quartile. Frequent review of the diagnostic data in I-Ready and also progress within these students' individualized learning path.
Person responsible for monitoring outcome:	Kevin Klein (kevin.klein@stjohns.k12.fl.us)
Evidence-based Strategy:	Students will receive daily intervention and enrichment. Teachers will use data to differentiate for the needs of students. Additional support personnel with the intention of providing more small group instruction of skills that are below grade level.
Rationale for Evidence-based Strategy:	These are research based strategies and are chosen due to past success with its implementation.

Action Steps to Implement

Frequent monitoring of student minutes on their individual learning path.
Frequent updates from teachers on the progress being made with these students on grade level standards.

Person Responsible	Kevin Klein (kevin.klein@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	To close the achievement gap, students identified in the bottom quartile must make considerable learning gains in their quest to proficiency. Unfortunately this gap widened from the previous year.
Measurable Outcome:	Learning Gains of the Lowest 25% will reach 50%
Monitoring:	Frequent grade level meetings with conversations about the progress of the lowest quartile. Frequent review of the diagnostic data in I-Ready and also progress within these students' individualized learning path.
Person responsible for monitoring outcome:	Kevin Klein (kevin.klein@stjohns.k12.fl.us)
Evidence-based Strategy:	Students will receive daily intervention and enrichment. Teachers will use data to differentiate for the needs of students. Additional support personnel with the intention of providing more small group instruction of skills that are below grade level.
Rationale for Evidence-based Strategy:	These are research based strategies and are chosen due to past success with its implementation.

Action Steps to Implement

Frequent monitoring of student minutes on their individual learning path.
Frequent updates from teachers on the progress being made with these students on grade level standards.

Person Responsible	Kevin Klein (kevin.klein@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	The workplace that children will eventually demands that they learn collaboration skills and hold a high level of character skills to be effective leaders. With the torch as our symbol, we believe that we need to teach children and adults to "Shine Their Light" (Leadership, Integrity, Growth Mindset, Heart, and Team).
Measurable Outcome:	The number of documented behaviors will be reduced from the previous year.
Monitoring:	Each quarter we hold a reward for those students who have earned the appropriate number of points on their TORCH recognition card for responsibility with academics and respect in their behavior
Person responsible for monitoring outcome:	Julie Haynes (julie.haynes@stjohns.k12.fl.us)
Evidence-based Strategy:	PBIS strategies and Character Counts lessons.
Rationale for Evidence-based Strategy:	Students must learn how to collaborate to be successful to the workplace later in their life. They must be able to recognize that their actions are often more important that their achievement. To do this they must have a growth mindset and a commitment to excellent behavior.

Action Steps to Implement

Quarterly award ceremonies for students exhibiting Character Counts pillars.
Quarterly reward opportunities for students exhibiting desired behaviors.

Person Responsible Julie Haynes (julie.haynes@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	To close the achievement gap, students identified as having a disability in reading must make considerable learning gains in their quest to proficiency. Unfortunately this gap widened from the previous year.
Measurable Outcome:	Learning Gains of Students with Disability in Reading will improve to 50%
Monitoring:	Frequent conversations IEP case managers about the progress of Students with Disabilities in Reading. Frequent review of the diagnostic data in I-Ready and also progress within these students' individualized learning path.
Person responsible for monitoring outcome:	Julie Haynes (julie.haynes@stjohns.k12.fl.us)
Evidence-based Strategy:	Students will receive daily reading support from a special education teacher. All teachers working with these student will use data to differentiate for their particular needs. Additional support personnel with the intention of providing more small group instruction of skills that are more than two grade levels below proficiency.
Rationale for Evidence-based Strategy:	These are research based strategies and are chosen due to past success with its implementation

Action Steps to Implement

Frequent monitoring of student improvement within the BAS assessment.
Frequent monitoring of student minutes on their individual learning path.
Frequent updates from teachers and case managers on the progress being made with these students on grade level standards.

Person Responsible	Julie Haynes (julie.haynes@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

We will continue to address minor behavior incidents and provide logical consequences according to the Student Code of Conduct to provide the social/emotional support a perpetrator may need in order to be remorseful for their actions and learn better methods before possibly committing a major offense.

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.

The school has a strong PBS program and the county focuses on Character Counts. We hold quarterly Leaders with Character assemblies to recognize students for achievement, growth mindset, and community service. With the torch as our symbol, we teach children and adults to "Shine Their Light" (Leadership, Integrity, Growth Mindset, Heart, and Team). Each quarter we hold a reward for those students who have earned the appropriate number of points on their TORCH recognition card for responsibility with academics and respect in their behavior. Students must learn how to collaborate to be successful to the workplace later in their life. They must be able to recognize that their actions are often more important that their achievement. To do this they must have a growth mindset and a commitment to excellent behavior.

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

The school relies on the input and feedback of stakeholders. There are yearly surveys that are used for decision making for the following year. The School Advisory Council is pivotal in decision making. There is also a student advisory group that works with the principal to make decisions and implement school improvement.