

St. Johns County School District

Pine Island Academy



2021-22 Schoolwide Improvement Plan

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Pine Island Academy

805 PINE ISLAND RD, St Augustine, FL 32095

<http://www-pia.stjohns.k12.fl.us>

Demographics

Principal: Amanda Riedl

Start Date for this Principal: 9/23/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-8 |
| 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) | 5% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade |
| 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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| Budget to Support Goals | 0 |

Pine Island Academy

805 PINE ISLAND RD, St Augustine, FL 32095

<http://www-pia.stjohns.k12.fl.us>

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) |
|--|------------------------|--|
| Combination School KG-8 | No | 4% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 26% |

School Grades History

| Year | 2020-21 |
|-------|---------|
| Grade | |

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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.

Pine Island Academy - Discovering Strengths and Pursuing Dreams

Provide the school's vision statement.

One Pod, Making WAVES - Fins UP...

Focused on building an
Inspiring,
Nurturing,
Safe environment -

Unlocking, Unlimited
Potential

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 |
|---------------------|--------------------------|--|
| Anderson, Cindy | Teacher, K-12 | Elementary PE Teacher, Elementary Resource Team Lead |
| Riedl, Amanda | Principal | |
| Naylor, Rachel | Assistant Principal | |
| Arline, Wenona | Assistant Principal | |
| Baxley, Emma | Teacher, K-12 | 3rd grade Teacher Leader |
| Cally, Shannon | Teacher, K-12 | 6th grade Team Leader |
| Coppes, Emily | Teacher, K-12 | 2nd grade Team Leader |
| Fennelly, Corinne | School Counselor | Character Counts Leader |
| Foggie, Amanda | Teacher, ESE | ESE Team Lead |
| Solis, Cullen | Teacher, K-12 | 2nd grade Team Lead |
| Harlow, Cali | Teacher, K-12 | 7th Grade Team Leader |
| Jackson, Michelle | Instructional Technology | Testing Coordinator/Math Coach |
| Kovacs, Tiffany | SAC Member | SAC Leader |
| Lowery, Meghan | Teacher, K-12 | 1st Grade Team Leader |
| McVay, Erica | Teacher, K-12 | 1st Grade Team Leader |
| Richardson, Andrea | Teacher, K-12 | Kindergarten Team Leader |
| Roces, Elaine | Teacher, K-12 | Kindergarten Team Leader |
| Shely, Denise | Instructional Coach | Instructional Coach |
| Schickley, Becky | SAC Member | SAC Leader |
| Stuckey, Kim | Teacher, K-12 | 5th grade Team Leader |
| Whittaker, Abbigail | Teacher, K-12 | Middle School Elective Leader |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|---------------------------------|
| Wilkey, Dawn | Teacher, K-12 | 3rd Grade Team Leader |
| Wood, Allie | Teacher, K-12 | 4th grade Team Leader |
| Bailey, Zuwena | Teacher, K-12 | 5th grade Team Leader |

Part II: Needs Assessment/Analysis

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?

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

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

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

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus**

Description and Rationale: Students below the 25% will show learning gains of of 50% or more in ELA.

Measurable Outcome: Students below the 25% learning gain will reach 50% in ELA. 100% of students identified below the 25% will attain their stretch goal measured by the Spring iReady Diagnostic.

Monitoring: Grade Levels will work as a Professional Learning Community through the High Leverage Team process to identify Essential Standards, determine the agreed upon level of rigor of student learning outcomes and develop a "system of response," known as WIN time, including a set of intervention strategies/practices that they know have a positive impact on student learning.

Person responsible for monitoring outcome:

Denise Shely (denise.shely@stjohns.k12.fl.us)

During Data Dialogue meetings, grade levels will identify specific high-yield strategies that have shown the greatest impact on specific learning deficiencies.

Evidence-based Strategy:

Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area equal access to learning.

Rationale for Evidence-based Strategy:

Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area equal access to learning.

Strategy: Determining and agreeing upon the level of rigor for student learning outcomes ensures fi throughout the learning opportunities for students

Action Steps to Implement

1. Grade Levels/Content Area will unpack all standards with the grade level.
2. Grade levels will identify grade level essentials.
3. Working together teams will identify and agree upon the level of rigor and how it will be assessed(method) as a grade level
4. Teams will determine the instructional timeline and data dialogue date to analyze the data and identify strategies that were most effective during instruction
5. Teams will plan system of response for reteaching with high yield strategies identify during data dialogue meeting.

Person Responsible Denise Shely (denise.shely@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Students below the 25% will show learning gains of 60% or more in Math.

Measurable Outcome:

Students below the 25% learning gain will reach 60% or more in Math. 100% of students identified below the 25% will attain their stretch goal as measured on the Spring iReady Diagnostic.

Monitoring:

Grade Levels will work as a Professional Learning Community through the High Leverage Team process to identify Essential Standards, determine the agreed upon level of rigor of student learning outcomes and develop a "system of response," known as WIN time, including a set of intervention strategies/practices that they know have a positive impact on student learning.

Person responsible for monitoring outcome:

Michelle Jackson (michelle.jackson@stjohns.k12.fl.us)

During Data Dialogue meetings, grade levels will identify specific high-yield strategies that have shown the greatest impact on specific learning deficiencies.

Evidence-based Strategy:

Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area equal access to learning.

Additionally, grade levels will begin to use Number Talks with students that show deficits in Number Sense.

Rationale for Evidence-based Strategy:

Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area equal access to learning.

Determining and agreeing upon the level of rigor for student learning outcomes ensures fidelity throughout the learning environment and provides equal learning opportunities for all students.

Action Steps to Implement

1. Grade Levels/Content Area will unpack all standards with the grade level.
2. Grade levels will identify grade level essentials.
3. Working together teams will identified and agree upon the level of rigor and how it will be assessed(method) as a grade level
4. Teams will determine the instructional timeline and data dialogue date to analyze the data and identify strategies that were most effective during instruction
5. Teams will plan system of response for reteaching with high yield strategies identified during data dialogue meeting.

Person Responsible

Michelle Jackson (michelle.jackson@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Community Involvement**Area of Focus Description and Rationale:**

Pine Island will build a culture to empower students to be passionate about their own learning and foster a student-managed learning environment.

Measurable Outcome: 100% of classrooms will develop relationships that celebrate the whole child as a PBIS school using Capturing Kids Hearts strategies with a focus on heart first.

Monitoring: All classrooms will build social contract to help students recognize and use their values and commitments to facilitate a healthy, responsible learning classroom. All classrooms will begin each day or class with sharing good news and goals to embrace relationships as the foundation to all learning.

Person responsible for monitoring outcome:

Wenona Arline (wenona.arline@stjohns.k12.fl.us)

Evidence-based Strategy:

PBIS has shown to have a positive impact on the learning environment using educational and systems change methods (environmental redesign) to enhance quality of life and minimize problem behavior. Developing a culture that is built on strong values and beliefs and teaching all stakeholders how we respect these values, provides ways to recognize, reward, and reinforce what matters most in the learning environment.

At PIA, we will embrace the values and methods of Capturing Kids Hearts, as we know you must capture a student's heart before you will capture a student's mind. Teacher, Modeling, and Practicing daily strategies to build a student-managed classrooms gives students a sense of ownership, pride, and builds competent learners that believe they are capable of success.

Rationale for Evidence-based Strategy:

Building a climate and culture that shows respect, as a whole, for academic performance, character development, and the commitment to student learning are key contributors in increased attendance, improved academic performance and behavior, higher teacher retention rates, and a boost in overall school spirit.

Action Steps to Implement

1. Each classroom in K - 5 will recognize five(5) student quarterly that show excellence in academics, character development, PIA WAVE, and perseverance.
2. Middle School students will be recognized in the classroom, CAFE, and throughout the halls with Dolphin Dollars. Each week (5) MS students are drawn for VIP passes with special privileges.
3. (15) Middle School students will be recognized monthly by their teachers as Dolphin of the Month. These students exhibit the monthly pillar of character and will receive a special luncheon to celebrate their great character.
4. Dolphin Dollars will be given to students for going above and beyond and recognized on Friday with WAVE trophy to display on the student's desk for the following week.
5. Every classroom will develop a social contract by the 3rd week of school to capture the qualities and character traits that will be valued and celebrated at all time.

Person Responsible

Wenona Arline (wenona.arline@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities

| | |
|---|---|
| Area of Focus Description and Rationale: | The learning gap between the SWD subgroup and the general education subgroup will be 10% or less in ELA and Math. |
| Measurable Outcome: | All SWD will reach their stretch goal measured by the Spring iReady Diagnostic. |
| Monitoring: | ESE Teachers will meet bi-weekly with grade level teachers to lesson plan, monitor student learning, and align strategies that have been agreed upon to ensure fidelity |
| Person responsible for monitoring outcome: | Rachel Naylor (rachel.naylor@stjohns.k12.fl.us) |
| Evidence-based Strategy: | <p>During Data Dialogue meetings, ESE teachers and grade levels will identify specific high-yield strategies that have shown the greatest impact on specific learning deficiencies and agree upon which of these strategies will be used for SWD. To ensure fidelity, strategies will be modeled for all teachers to gain greater capacity in identifying misconceptions and how to provide specific instruction.</p> <p>Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area have equal access to learning, regardless of a label or not.</p> |
| Rationale for Evidence-based Strategy: | <p>Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area equal access to learning.</p> <p>Determining and agreeing upon the level of rigor for student learning outcomes ensures fidelity throughout the learning environment and provides equal learning opportunities for all students.</p> |

Action Steps to Implement

1. ESE Teachers will provide support in the classrooms on grade level learning.
2. ESE Teachers and grade level teachers will work collaboratively to develop plans that include the agreed upon strategies for SWD to use during support facilitation and pull out support.
3. Grade level teachers will ensure that no new learning happens during small group ESE pull out time.
4. ESE and Grade level teachers will meet bi-weekly to monitor student learning and make data driven decisions regarding strategies used that are showing learning gains.

Person Responsible Rachel Naylor (rachel.naylor@stjohns.k12.fl.us)

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.

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.

Positive Behavior Intervention of Support (PBIS) is a systematic approach to preventing or reducing challenging behaviors, and, eventually, to enhancing quality of life for individuals and support providers. To build a cohesive learning environment with a focus on relationships, the staff at Pine Island Academy has been trained in Capturing Kids Hearts and will use these methods to build strong relationships and classrooms for all students. At Pine Island, we believe that a positive school atmosphere will result in a more effective and meaningful learning environment. We are committed to providing opportunities for students to learn concepts, practice skills, display good citizenship and experience academic success. Academic success and good self-discipline are keys to being successful throughout life.

We believe that it is important for students to make responsible choices; choices which are the result of teacher input and guidance; and choices which are based on the knowledge of the consequences. We also believe that students demonstrate marked improvement when they are recognized using positive reinforcement for behavior and classroom successes.

As a result, we implemented a framework for our discipline and school-wide expectations based on PBIS (Positive Behavioral Intervention of Supports). PBIS emphasizes school-wide systems of support that include proactive strategies for defining teaching, and supporting appropriate student behaviors to create a POSITIVE school environment and establish consistency throughout classrooms and in common areas at Pine Island Academy.

In establishing our PBIS framework, all staff will be trained in Capturing Kids Hearts, which focuses on Social emotional learning and teaching. Capturing Kids Hearts empowers teachers to focus on building learning environments by growing social capacity, emotional capacity, learning capacity, and teaching capabilities (Capturing Kids' Hearts, powered by the Flippen Group).

Classrooms will always focus on building relationships first and after a few weeks of truly getting to know their students, all classrooms will build social contracts that represent the learning environment that invites learning for all to all students. Additionally, all classrooms will share good news and goal setting at the beginning of each day or each class, giving students the opportunity to connect personally to the classroom.

Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which a common-language exist in every classroom, provides predictability for students, and celebrates appropriate behavior as the norm.

Another important component of PBIS is celebrating successes! We make a concerted effort to acknowledge students as they make good choices and show PIA WAVE Behaviors

We are Respectful –
Always Responsible and Safe –
Values others and ourselves –
Everyone Achieves -

What does PIA PBIS look like and sound like? Pine Island will use Dolphin Dollars as a positive reward system for when students are respecting the values and beliefs at PIA; making good choices, doing the right thing, and following our school wide expectations of showing PIA WAVE behavior – We are respectful, Always responsible and safe, value each other and ourselves, EVERYONE achieves. Students receive Dolphin Dolphins from PIA Staffuly when they show respect and value the PIA expectations and values.

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

Pine Island PBIS Team in collaboration with the PIA Staffuly will

- build Social Contracts and use throughout the year to build a student-managed learning environment that respects the learning for all-
- teach, model, and practice each of the behavioral expectations throughout the year.
- teach, model and practice each of the behavioral expectations in all settings - CAFE, Classrooms, Resource Classes, Hallways, etc.
- acknowledge student behaviors that meet WAVE expectations.
- review the impact of Capturing Kids Hearts and PBIS frameworks to make informed decisions.