

Duval County Public Schools

Pickett Elementary School



2022-23 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: 7/29/2022

| | |
|--|--|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 | 2021-22: C (52%) 2018-19: C (49%) 2017-18: C (45%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |

* 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Pickett Elementary School

6305 OLD KINGS RD, Jacksonville, FL 32254

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

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p> | <p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">61%</p> |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | C | C | C | C |

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Vision:

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Stovall, Violet | Principal | <p>The principal is the instructional leader, supervises, and administers all programs, policies, and activities of the school to include:</p> <ul style="list-style-type: none"> • Monitors and assess effectiveness of instructional practices, ensures effective implementation of district curriculum, and instructional and support personnel. • Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement, • Works to ensure the highest academic standards are implemented daily, while monitoring the success of all students in the learning environment to promote effective student performance. • Leads the school in data analysis, instructional improvements and works as a support system to all faculty, staff, and students. • Ensures the school is a safe and secure learning environment for all students and staff through the implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. • Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community • Performs all other duties as assigned or needed. |
| Feliciano, Melissa | Other | <p>The Math Interventionist will enhance math instruction by providing remediation to students not performing at grade level. Duties may also include the following:</p> <ul style="list-style-type: none"> • Provides Math remediation to students not mastering grade level Benchmarks. • Supports math teachers with planning instruction to meet student needs through differentiated instruction. • Assist school administrators and math teachers with analysis of school/class math data, and individual student data to determine needs in mathematics. |
| Farrington, Leigh | Assistant Principal | <p>The Assistant Principal serves as a leader of the learning community and all activities of the school to include:</p> <ul style="list-style-type: none"> • Instructional leader to monitor and assess instruction. • Monitors the success of all students in the learning environment, aligns the curriculum, instruction, and assessment processes to promote effective student performance, and uses feedback measures to ensure accountability for all participants engaged in the learning. process. • Ensures a safe and secure learning environment through the implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. • Sets high expectations and standards for the academic and social development of all students. leads the school in data analysis and instructional improvements. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

- The Assistant Principal serves as the Principal's designee and performs other duties as assigned.

Demographic Information

Principal start date

Friday 7/29/2022, Violet Stovall

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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

14

Total number of students enrolled at the school

182

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 27 | 36 | 34 | 32 | 26 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 186 |
| Attendance below 90 percent | 1 | 22 | 10 | 13 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| One or more suspensions | 0 | 0 | 1 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 1 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in Math | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 4 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Number of students with a substantial reading deficiency | 1 | 13 | 17 | 14 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 1 | 13 | 17 | 14 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/30/2022

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 | 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 |

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 | 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 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 41% | 50% | 56% | | | | 48% | 50% | 57% |
| ELA Learning Gains | 61% | | | | | | 57% | 56% | 58% |
| ELA Lowest 25th Percentile | 55% | | | | | | 50% | 50% | 53% |
| Math Achievement | 62% | 48% | 50% | | | | 59% | 62% | 63% |
| Math Learning Gains | 55% | | | | | | 51% | 63% | 62% |
| Math Lowest 25th Percentile | 45% | | | | | | 31% | 52% | 51% |
| Science Achievement | 48% | 59% | 59% | | | | 50% | 48% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 52% | 51% | 1% | 58% | -6% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 39% | 52% | -13% | 58% | -19% |
| Cohort Comparison | | -52% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 44% | 50% | -6% | 56% | -12% |
| Cohort Comparison | | -39% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 73% | 61% | 12% | 62% | 11% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 50% | 64% | -14% | 64% | -14% |
| Cohort Comparison | | -73% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 53% | 57% | -4% | 60% | -7% |
| Cohort Comparison | | -50% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 47% | 49% | -2% | 53% | -6% |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 12 | | | 41 | | | | | | | |
| BLK | 39 | 56 | | 54 | 48 | | 46 | | | | |
| WHT | 39 | 61 | | 71 | 61 | | | | | | |
| FRL | 41 | 60 | 55 | 59 | 55 | 50 | 45 | | | | |

| 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 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 52 |
| 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 | 367 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 27 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |

| Asian Students | |
|--|-----|
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 49 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 58 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

Based on the state assessment data from the previous three years, reading proficiency has not been consistent, the decline is evident across all grade levels. The LPQ student math data has not been inconsistent. The last two years of testing, there has been a downward trend in math gains and lower performing quartile gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The areas in greatest need of improvement is reading achievement (41%) and science (48%) proficiency based on 2022 state assessments.

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

A contributing factor for this need for improvement was the students poor attendance. To address this barrier, monthly AIT meetings, ongoing communication to discuss student absences and monthly attendance incentives provided. The incentives will be provided weekly and monthly to promote an improvement in student attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 state assessment results, the areas of greatest improvement was in Reading gains and Math LPQ.

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

The support provided by administrators, the math and reading coach were contributing factors to the improvement in Reading gains and Math LPQ. Teachers participated in collaborative planning, implementation of standards-based instruction, focused small group instruction and student remediation groups improved assessment data and instruction.

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

Administrators and teachers will collaborate and plan instruction aligned to BEST standards to ensure effective instructional delivery occurs daily. Teachers will plan instruction with a collective focus aligning student tasks and assessments to Benchmarks.

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 will focus on data analysis and instruction based on grade level Benchmarks. Teachers will participate in district-provided trainings during early dismissal trainings. New teachers will participate in Coaching Cycles in Reading & Math

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

The school has a School Health Aide that will refer students with minor health issues to the Hazel Health program. This service will help to improve student attendance issues.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the state's 2021-22 assessment data, ELA was identified as an area where students are not consistently showing improvement in reading proficiency. Students need support with foundational skills and comprehension skills to close the learning gaps.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Measurable outcomes will include increasing the school's overall reading proficiency from 41% to 45% as evident on end of year assessment data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The focus area of Reading will be monitored during weekly common planning and follow up of implementation of the planned instruction.

Person responsible for monitoring outcome:

Violet Stovall (stovallv@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative common planning of instruction with alignment of Benchmarks to instruction, student tasks and assessments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for this strategy is based on lack of training of the new teachers on staff and the new curriculum. Focused common planning must be consistent with teachers' understanding and implementation of explicit instruction using BEST benchmarks.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop focused agendas for all common planning sessions
 Develop PD schedules and topics for all Early Dismissal days to include time for common planning and provide adequate time to review student task, work and assessments.

Person Responsible Violet Stovall (stovallv@duvalschools.org)

Schedule weekly walkthroughs to observe in peer classrooms using the BWT.

Person Responsible Violet Stovall (stovallv@duvalschools.org)

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include purchasing Acaletics to use as remedial materials with grades 2 -5 students, providing grade 5th grade students with a trip to Kennedy Space Center as an enrichment activity in science instruction, a paraprofessional who will service students in grades K-5, storeroom order purchases to assist with instructional needs, and substitute teachers to provide instruction when teachers are absent.

Person Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the iReady 2022 Spring Data the students not on track to score Level 3 or above are:

Grade 1 - 71%

Grade 2 - 58%

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Grade 3 - 43%

Grade 4 - 61%

Grade 5 - 52%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

45 % of the students in grade K - 2 will score at grade level based on end of year district assessments

Grades 3-5: Measureable Outcome(s)

44% of the students in grades 3 - 5 will score at grade level based on the end of year state assessments.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The administrative team will monitor reading instruction daily in all grade levels. Informal, formal and observations using the BWT will be used to monitor instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Stovall, Violet, stovallv@duvalschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

*Weekly focused planning of instruction using grade level Item Specs to align with BEST ELA standards

*Push in support provided by Literacy Tutors daily.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based practices address the identified need of reading proficiency

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| Weekly common planning to address instruction based on BEST standards | Farrington, Leigh, farringtol@duvalschools.org |
| Teachers will participate in monthly Professional Learning with the district's Literacy Team. | Farrington, Leigh, farringtol@duvalschools.org |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Pickett Elementary will build a positive school culture and environment by:

- Providing activities to engage parents, family members and the community in learning that will promote student academic and social growth.
- Teachers will facilitate daily Social Emotion Learning lessons for students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships and make responsible decisions.
- Discipline assemblies will take place quarterly to include bus safety and safety procedures commuting to and from school to ensure students feel safe.
- The PBIS team will meet monthly to develop plans for a supportive and fulfilling school environment with conditions that are conducive to learning and meet the needs of all students and staff.
- The school will partner with surrounding businesses, volunteers, non-profits, and stakeholders to bring positive, measurable change to the school. The school will solicit funding to provide monthly incentives for the school's instructional staff to enhance staff morale.
- The core Leadership Team will meet weekly to develop plans to improve and integrate data, systems, and practices to positively affect student academic outcomes.

- The school will pair new teachers with a novice teacher as their peer teacher to plan, collaborate and provide instructional guidance.

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

Principal - School's Leader will lead and model efforts to create a positive school culture by engaging all stakeholders.

Assistant Principal - School's Leader will assist with leading and modeling efforts to create a positive school culture and work with PBIS team.

School Counselor - Counselor will facilitate weekly lessons on Character Education and work with PBIS team.

Classroom Teachers - Classroom teachers will implement SEL lessons daily with students to acquire attitudes and skills to manage emotions.

PBIS Team - PBIS Team will develop schoolwide plans to support positive school environment to enhance student learning.