Picolata Crossing Elementary School

2022-23 Schoolwide Improvement Plan

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Picolata Crossing Elementary School

2675 PACETTI RD, St Augustine, FL 32092

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

Demographics

Principal: Brian Morgan

Start Date for this Principal: 12/1/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2021-22 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: A (72%) 2017-18: A (71%)
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 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	23%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

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SIP Authority

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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.

Picolata Crossing Elementary School will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Provide the school's vision statement.

All students will be provided an exceptional education that leads to a well-rounded individual who demonstrates good character, leadership, and critical thinking.

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
Morgan, Brian	Principal	The principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the principal works with the building leadership team to provide ongoing, job-embedded professional development to build school-wide capacity to better serve our students.
Kolk, Ewa	Assistant Principal	The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build school-wide capacity to better serve our students.
Higgins, Shannon	Assistant Principal	The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build school-wide capacity to better serve our students.
Rudi, Cristin	Instructional Coach	The ILC develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with the whole school screening programs that provide early intervention services for students considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides

Name	Position Title	Job Duties and Responsibilities
		support for assessment and implementation monitoring, and is the facilitator of the MTSS team. The ILC plans and provides ongoing, job-embedded professional development to support our instructional staff.

Demographic Information

Principal start date

Tuesday 12/1/2020, Brian Morgan

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.*

3

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.*

16

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

954

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

6

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

18

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	131	143	153	142	149	147	0	0	0	0	0	0	0	865
Attendance below 90 percent	13	11	11	10	9	10	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	1	4	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	3	2	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	3	2	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	19	23	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	3	14	14	0	0	0	0	0	0	0	0	0	31

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	0	0	0	0	4	5	0	0	0	0	0	0	0	9

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	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/8/2022

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	133	138	122	134	126	130	0	0	0	0	0	0	0	783
Attendance below 90 percent	6	9	5	6	6	12	0	0	0	0	0	0	0	44
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	5	0	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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	2	11	12	0	0	0	0	0	0	0	0	0	25

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	2	4	2	1	0	0	0	0	0	0	0	9

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	2	1	4	2	5	0	0	0	0	0	0	0	16
Students retained two or more times	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	133	138	122	134	126	130	0	0	0	0	0	0	0	783
Attendance below 90 percent	6	9	5	6	6	12	0	0	0	0	0	0	0	44
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	5	0	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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	2	11	12	0	0	0	0	0	0	0	0	0	25

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	2	4	2	1	0	0	0	0	0	0	0	9

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	2	1	2	0	0	0	0	0	0	0	0	0	7
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	74%	56%				78%	75%	57%
ELA Learning Gains	65%						73%	67%	58%
ELA Lowest 25th Percentile	48%						61%	59%	53%
Math Achievement	72%	50%	50%				80%	77%	63%
Math Learning Gains	64%						74%	69%	62%
Math Lowest 25th Percentile	40%						58%	59%	51%
Science Achievement	62%	77%	59%				78%	72%	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	74%	78%	-4%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	81%	77%	4%	58%	23%
Cohort Comparison		-74%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	78%	76%	2%	56%	22%
Cohort Comparison		-81%				

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	79%	82%	-3%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	76%	82%	-6%	64%	12%
Cohort Comparison		-79%				
05	2022					
	2019	85%	80%	5%	60%	25%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	77%	73%	4%	53%	24%
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	39	42	43	45	45	32	24				
ELL	82			82							
BLK	77	57		68	64						
HSP	68	65	27	68	67	42	70				
MUL	73	60		87	70						
WHT	72	65	52	71	62	34	61				
FRL	65	54	50	63	57	30	41				

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	39	41	21	36	43	36	52				
BLK	48			30							
HSP	69			67			58				
MUL	72			61							
WHT	71	57	29	67	43	40	73				
FRL	48			53	40		43				

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	44	53	50	53	58	44	19				
BLK	50	50		50	90						
HSP	79	69		81	77		79				
MUL	81	36		75	64						
WHT	80	77	64	82	73	58	78				
FRL	62	75	65	67	75	68	64				

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	60
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	423
Total Components for the Federal Index	7
Percent Tested	99%

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%	0
English Language Learners	
Federal Index - English Language Learners	82
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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

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

Black/African American Students	
Federal Index - Black/African American Students	67
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	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
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	51
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?

All areas improved for achievement, learning gains, and lowest quartile in both reading and math. Many of the subgroups also increased in performance including black students in (ELA achievment from 48%-77% and math achievment from 30% to 68%) and students with disabilities in (math achievment from 36% to 45%).

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

Science has consistently been close to the ELA achievement. The 2022 science scores under scored in comparison to ELA in the 2022 school year.

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

Improve instructional practice elements of effective teaching methods, as a team through the PLC process, comeing together to achieve student success. Utilizing the PLC process for data review specifically in the area of science and responding with instructional grouping for intervention and enrichment.

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

The areas of math and ELA Achievement, Lowest 25%, and learning gains showed the most improvement.

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

The PLC process and teachers responding to the instructional needs of students and then measuring the impact on student learning.

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

An emphasis on both the intervention needs as well as the enrichment needs through the PLC process with teachers responding to the instructional needs of students and then measuring the impact on student 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.

Professional development for the 2022-2023 school year will include the PLC process and high yeild intsructional strategies.

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

A culture of school community, problem solving, and a focus on student success has been established. The PLC process is a sustainable model that provides opportunity for continuous improvment. A master schedule that includes specific times for each subjecet area including science is utilized for fidelity and to provide assistance with additional staff support to support students needs (ESE, tutors, and paraprofessionals).

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 Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school data for science achievement was 62%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	To increase the science achievement from 62% to at least 74%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through the PLC process and a review of common assessments.
Person responsible for monitoring outcome:	Brian Morgan (brian.morgan@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The PLC process.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Grade levels will commit to teaching science during a designated block daily K-5. Common summative assessment data will be reviewed and student intervention and enrichment will be provided for students in 5th grade based on the data.

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.

Administration will provide support and work with district assessment program specialists and teachers to identify and monitor student progress towards proficiency in science.

Person Responsible	Brian Morgan (brian.morgan@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The teaching profession has experienced a decrease in applicants and also attrition over the last three years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our school plans to retain all of our new teachers this school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will provide feedback and support for new teachers through the "New Cub Club."
Person responsible for monitoring outcome:	Cristin Rudi (cristin.rudi@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teacher support and professional development will be provided and differentiated for new teachers to the profession and experienced teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	We recognize that there are diverse needs for new teachers to our school.

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.

The instructional coach teamed up with a teacher leader to support and lead teachers with acclimation and professional development while connecting them to each other and experienced teachers at the school.

Person Responsible	Cristin Rudi (cristin.rudi@stjohns.k12.fl.us)

#3. Positive Culture and Environment specifically relating to School Climate	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Using the school advisory council parent survey the results indicated that we could make an additional 10% feel welcome.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The results on this year's SAC parent survey will show an increase in those who indicated they feel welcome.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor the participation in school related events and lunch with students at the Puma Patio.
Person responsible for monitoring outcome:	Brian Morgan (brian.morgan@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Positive school culture and environment will be reminded and reinforced at school events, on the daily student news, and at staff meetings or professional development, resulting in additional parent participation, community support, and new teacher retention.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected based on the parent survey results. We always want to improve and the school environment is an area that needs continual team effort and support to continue to experience success.

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.

The school principal will work with the staff, PTA, and administration to maintain and cultivate a positive school culture and environment.

Person Responsible	Brian Morgan (brian.morgan@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This is a district identified goal to close the acievement gap between students with disabilities and non-students with disabilities.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To increase the SWD performance in ELA from 39 to 50, in math from 45 to 50, in science from 24 to 50.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through the PLC process.
Person responsible for monitoring outcome:	Brian Morgan (brian.morgan@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students pulled for instructional interventions will not be pulled during core instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students need instruction in both grade level content and areas they demonstrate gaps in academic achievement.

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.

Teachers will follow a master schedule that coorlates to ESE support services to ensure time alloted for interventions and core instruction. Assistant

Person Responsible	Ewa Kolk (ewa.kolk@stjohns.k12.fl.us)

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.

The principal is personalbly responsible for inspiring existing staff and hiring new staff who will contribute to the well being of the school community. The administration will also utilize a parent survey and staff survey to assist with school improvement. A positive school culture and environment starts with the people. Through community events, Character Counts challenges, the Puma Outreach Club, school enrichment clubs, and Character Counts recognition Picolata Crossing will continue to build a positive school culture!

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

The schol will organize the character incentive program through the implementation of a positive rewards system "Puma Drawings" and "Puma Bucks." Mrs. Bishop and Mrs. Maillo, school counselors, will share lessons and encouragement related to Character Counts throughout the school year. Mr. Morgan, principal, and Ms. Kolk/Mrs. Higgins, assistant principals, will create and promote events, such as schoolwide Character Counts Obstacle Course (Puma Power Course), spirit week, dress-up holidays, character challenges on the morning announcements, and community events with the support of PTA. Safety patrol students and student leaders from the Puma Outreach Club will actively participate in and promote, good character at Picolata Crossing Elementary School.