

St. Johns County School District

Ponte Vedra Palm Valley Rawlings Elementary School



2022-23 Schoolwide Improvement Plan

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Ponte Vedra Palm Valley Rawlings Elementary School

610 US HIGHWAY A1A N, Ponte Vedra Beach, FL 32082

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

Demographics

Principal: Jesse Gates

Start Date for this Principal: 7/15/2019

| | |
|--|---|
| 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) | 12% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (81%) 2018-19: A (82%) 2017-18: A (78%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |

* 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 |

Ponte Vedra Palm Valley Rawlings Elementary School

610 US HIGHWAY A1A N, Ponte Vedra Beach, FL 32082

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

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2021-22 Title I School</p> <p style="text-align: center;">No</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">12%</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;">19%</p> |

School Grades History

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

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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.

The faculty and staff of PVPV/Rawlings Elementary support the St. Johns County School District's mission to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world. We will "Work Hard, Be Kind, and Be Awesome!"

Provide the school's vision statement.

The faculty and staff of PVPV/Rawlings Elementary support the St. Johns County School District's vision statement that all students will abide by the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect.

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 |
|-----------------------|---------------------|--|
| Gates, Jesse | Principal | <p>The school principal guides the vision for the use of data-based decision-making, provides continual oversight and support for the effective implementation of the MTSS process, and creates the framework for PLC team analysis of student achievement and instructional strategies for remediation and intervention. The principal also works closely with the school's Safety Committee to ensure the safety of all our school's 1,025 students, so that meaningful instruction can take place. The principal ensures that all staff comply with the district-wide school site standards.</p> |
| Whaley, Rebecca | Assistant Principal | <p>The assistant principals evaluate and provide feedback to faculty about their instructional practices. Both assistant principals work closely with the principal and guidance counselors to evaluate and support all students identified by the Early Warning System, plus lower quartile achievers in reading and math, and develop academic and social/emotional support plans for struggling students to ensure nobody slips through the gaps. APs also are responsible for providing curriculum resources for all teachers, and for ensuring alignment between state standards and instructional practices. The Assistant principal also serves as LEA.</p> |
| Hillier, Jill | Assistant Principal | <p>The assistant principals evaluate and provide feedback to faculty about their instructional practices. Both assistant principals work closely with the principal and guidance counselors to evaluate and support all students identified by the Early Warning System, plus lower quartile achievers in reading and math, and develop academic and social/emotional support plans for struggling students to ensure nobody slips through the gaps. APs also are responsible for providing curriculum resources for all teachers, and for ensuring alignment between state standards and instructional practices. The Assistant principal also serves as LEA.</p> |
| Woolston, Christopher | Instructional Coach | <p>The instructional literacy coach identifies and analyzes existing scientifically based curriculum and behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole-school screening programs that provide early intervening services for children to be 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; and provides support for assessment and implementation monitoring. The ILC manages current MTSS student data and fidelity checks, and serves as key communicator of the MTSS process between teachers, parents, and students.</p> |

Demographic Information

Principal start date

Monday 7/15/2019, Jesse Gates

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.*

10

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.*

12

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,066

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

13

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

15

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 | 155 | 175 | 171 | 186 | 178 | 180 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1045 |
| Attendance below 90 percent | 4 | 7 | 5 | 5 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| One or more suspensions | 2 | 1 | 1 | 4 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 1 | 11 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 3 | 4 | 10 | 11 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

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 | 0 | 1 | 4 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

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 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected or last updated

Friday 9/9/2022

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 | 163 | 158 | 162 | 164 | 172 | 213 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1032 |
| Attendance below 90 percent | 5 | 3 | 7 | 8 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 0 | 1 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 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 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 2 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

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 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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 | 1 | 6 | 9 | 6 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| 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 | 163 | 158 | 162 | 164 | 172 | 213 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1032 |
| Attendance below 90 percent | 5 | 3 | 7 | 8 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 0 | 1 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 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 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 2 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

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 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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 | 1 | 6 | 9 | 6 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| 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 | 84% | 74% | 56% | | | | 86% | 75% | 57% |
| ELA Learning Gains | 78% | | | | | | 80% | 67% | 58% |
| ELA Lowest 25th Percentile | 67% | | | | | | 74% | 59% | 53% |
| Math Achievement | 90% | 50% | 50% | | | | 91% | 77% | 63% |
| Math Learning Gains | 85% | | | | | | 83% | 69% | 62% |
| Math Lowest 25th Percentile | 81% | | | | | | 75% | 59% | 51% |
| Science Achievement | 82% | 77% | 59% | | | | 86% | 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 | 88% | 78% | 10% | 58% | 30% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 85% | 77% | 8% | 58% | 27% |
| Cohort Comparison | | -88% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 83% | 76% | 7% | 56% | 27% |
| Cohort Comparison | | -85% | | | | |

| 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 | 88% | 82% | 6% | 62% | 26% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 95% | 82% | 13% | 64% | 31% |
| Cohort Comparison | | -88% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 89% | 80% | 9% | 60% | 29% |
| Cohort Comparison | | -95% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 85% | 73% | 12% | 53% | 32% |
| 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 | 55 | 54 | 53 | 69 | 68 | 71 | 46 | | | | |
| ASN | 93 | | | 100 | | | | | | | |
| BLK | 50 | | | 63 | | | | | | | |
| HSP | 70 | 43 | 50 | 84 | 86 | 86 | 59 | | | | |
| MUL | 85 | 72 | | 85 | 84 | | | | | | |
| WHT | 86 | 81 | 72 | 92 | 85 | 85 | 85 | | | | |
| FRL | 65 | 69 | 55 | 76 | 81 | 91 | 67 | | | | |
| 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 | 53 | 45 | 39 | 60 | 72 | 71 | 46 | | | | |
| ASN | 88 | | | 100 | | | | | | | |
| BLK | 45 | | | 70 | | | | | | | |
| HSP | 65 | 64 | | 68 | 75 | | 71 | | | | |
| MUL | 91 | | | 75 | | | | | | | |
| WHT | 87 | 71 | 68 | 88 | 84 | 74 | 82 | | | | |
| FRL | 68 | 75 | | 70 | 63 | 60 | 60 | | | | |
| 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 | 63 | 67 | 69 | 73 | 71 | 66 | 50 | | | | |
| ASN | 89 | 85 | | 94 | 92 | | | | | | |
| HSP | 85 | 75 | | 82 | 81 | 90 | | | | | |
| MUL | 86 | 71 | | 91 | 86 | | | | | | |
| WHT | 86 | 80 | 74 | 91 | 82 | 72 | 86 | | | | |
| FRL | 79 | 78 | 75 | 82 | 73 | 67 | 68 | | | | |

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) | N/A |
| OVERALL Federal Index – All Students | 81 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 567 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 59 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| 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 | 97 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 57 |
| 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 | 68 |
| 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 | 82 |
| 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 | |
|--|-----|
| 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 | 84 |
| 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 | 72 |
| 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?

Overall, our data demonstrated consistency through the pandemic and we maintained our high achievement.

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

Our greatest needs are related to our SWD and our Hispanic students.

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

The pandemic and loss of instructional time has impacted our neediest students. We need to improve our interventions by means of the use of high yield strategies.

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

Our Math learning gains made the most improvement.

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

Our teachers implemented spiral reviews to ensure students were familiar with the content.

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

We will continue to focus on high-yield strategies for our students.

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.

We are focusing on the B.E.S.T. standards as well as Kagan strategies to ensure student engagement.

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

We are taking advantage of our ESE coaches to ensure that our ESE teachers are utilizing high yield strategies that will demonstrate growth.

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 ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our ELA proficiency, learning gains, and learning gains of lowest quartile all dipped from a year ago.

Measurable Outcome:

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

Learning Gains of the lowest quartile will improve to 70%

Monitoring:

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

Our WIN times along with SAI tutors will be used to provide interventions for students in lowest quartile. Weekly PLC meetings taking place on Wednesdays will be devoted to identifying students in lowest quartile, identifying specific weaknesses, and planning interventions.

Person responsible for monitoring outcome:

Christopher Woolston (christopher.woolston@stjohns.k12.fl.us)

Evidence-based Strategy:

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

Clear Instructional Focus through clear lesson goals.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Clear lesson goals are identified as an evidence-based strategy that will help us focus on skills and strategies in phonics and comprehension.

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.

Identify the lowest quartile

Person Responsible

Christopher Woolston (christopher.woolston@stjohns.k12.fl.us)

Identify weaknesses and design interventions

Person Responsible

Christopher Woolston (christopher.woolston@stjohns.k12.fl.us)

Arrange WIN time and tutor interventions.

Person Responsible

Christopher Woolston (christopher.woolston@stjohns.k12.fl.us)

Monitor progress through FAST/STAR testing

Person Responsible

Christopher Woolston (christopher.woolston@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.

Focus on creating a positive workplace environment.

Measurable Outcome:

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

Implement three positive workplace initiatives throughout the year. 1. Implement a Burn Bootcamp available for employees after school 2. Work with PTO to have 3 food trucks for staff this year. 3. Implement 8 staff meeting throughout the year with gift card incentives

Monitoring:

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

We will input these events on the calendar.

Person responsible for monitoring outcome:

Jesse Gates (jesse.gates@stjohns.k12.fl.us)

Evidence-based Strategy:

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

We will use active monitoring and feedback from the staff.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

It's important to create a working environment teachers and staff want to be a part of.

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Positive Behavior Management

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's motto this year is "Work Hard, Be Kind, Be Awesome!" The rationale is to build a culture at school where students are rewarded for hard work, kindness, and excellence.

Measurable Outcome:

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

The "Work Hard, Be Kind, Be Awesome!" PBIS will reduce the number of office referrals by 20%. We will have 7 Character Counts Banquets with parent invitation.

Monitoring:

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

Discipline referrals will be gathered.

Person responsible for monitoring outcome:

Jesse Gates (jesse.gates@stjohns.k12.fl.us)

Evidence-based Strategy:

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

Our Work Hard, Be Kind, and Be Awesome PBIS system includes the use of brag tags that reward students who demonstrate hard work, kind behavior, and the pillars of character. These will be used to provide incentives for proper behavior. We will have 7 Character Counts award banquets throughout the year with parent invitations. Guidance counselors will implement weekly Guidance lessons to grade levels.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Work Hard, Be Kind, and Be Awesome PBIS rewards students for positive behavior and provides incentives for students. Inviting parents to character counts banquets will make this award more meaningful. Explicit instruction from Guidance counselors will help teach students how to behave and handle conflicts.

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.

An introduction to the PBIS system will be videoed and provided to students.

Person Responsible Jesse Gates (jesse.gates@stjohns.k12.fl.us)

Tier 1 classroom behavior interventions will be provided by teachers and guidance counselors.

Person Responsible Jesse Gates (jesse.gates@stjohns.k12.fl.us)

Work Hard, Be Kind, and Be Awesome PBIS will be implemented with fidelity by teachers.

Person Responsible Jesse Gates (jesse.gates@stjohns.k12.fl.us)

Plan 7 Character Counts Banquets throughout the year.

Person Responsible [no one identified]

#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. The achievement gap between our general education students and our SWD was over 30 percent.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Increase SWD proficiency in ELA to 55%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. Students will be monitored with FAST testing.

Person responsible for monitoring outcome:

Christopher Woolston (christopher.woolston@stjohns.k12.fl.us)

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

Our WIN times along with ESE teachers will be used to provide interventions and acceleration opportunities for SWD. Weekly PLC meetings taking place on Wednesdays will be devoted to identifying students in lowest quartile, identifying specific weaknesses, and planning interventions.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. The WIN time will focus on student intervention for ESE students. Wilson interventions will be provided to students needing phonics instruction.

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.

SWD needs identified.

Person Responsible Rebecca Whaley (rebecca.whaley@stjohns.k12.fl.us)

ESE teachers will collaborate and plan with general education teachers during PLC.

Person Responsible Jill Hillier (jill.hillier@stjohns.k12.fl.us)

Acceleration interventions and phonics will be provided to students identified.

Person Responsible Christopher Woolston (christopher.woolston@stjohns.k12.fl.us)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

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 school's motto is "Work Hard, Be Kind, Be Awesome!" The rationale is to build a culture at school where students are rewarded for hard work, kindness, and excellence. Our PBIS system will be used to provide incentives for proper behavior. We will have 7 Character Counts award banquets throughout the year with parent invitations. Guidance counselors will implement weekly Guidance lessons to grade levels.

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

Dr. Gates- Will film monthly Character Counts videos with students to promote the pillars of character. All staff will demonstrate Character Counts as employees within St. Johns County School District.