R. B. Hunt Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

R. B. Hunt Elementary School

125 MAGNOLIA DR, St Augustine, FL 32080

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

Demographics

Principal: Amanda Garman

Start Date for this Principal: 8/16/2022

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)	28%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (75%) 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	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	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.

We at R. B. Hunt Elementary School believe that all children can learn. We will provide children with a supportive, caring environment that develops self-esteem, self-motivation, and a sense of responsibility. We strive to provide every opportunity for maximum student achievement and to recognize and stimulate special talents in all students. The educational environment and the teaching strategies are designed to meet the goals and objectives of a strong curriculum. Our major goal is to prepare students to become responsible citizens and to take their place as productive members of the community. We believe that education is a cooperative effort among home, school, and community.

Provide the school's vision statement.

Learning and Working Together
As an R. B. Hunt elementary School Student, it is my responsibility to:
* Respect myself and the rights and property of others.
* Attend school every day and be on time to all classes.
*Come to school prepared with all materials and assignments.
*Obey the directions of all R. B. Hunt Staff members.
As an R. B. Hunt Elementary School Staff Member, it is my responsibility to:
* Provide a quality instructional program for each student.
*Provide an orderly classroom and safe school environment.
*Develop programs and activities which will respond to the social, emotional, personal, and physical developmental needs of each student.
* Assist parents in helping their children develop self-discipline, self-respect and self-confidence.
As the parent of an R. B. Hunt School student, it is my responsibility to:
* Send my child to school each day on time, well-rested, and properly dressed.
*Communicate regularly with my child's teacher regarding my child's social and academic needs and growth.
* Check my child's work and homework daily.
*Provided my child with support for learning which includes homework, help, a set time and place for homework and project work, and the supplies needed to complete assignments.

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
Garman, Amanda	Principal	Responsible for all aspects of the school.
Larson, Alice	Assistant Principal	Serves as school LEA, works with the principal to provide a quality school environment.
Eyestone, Heather	Instructional Coach	Works with teachers to assist them in providing for each child needs.
Kledzik, Raymond	Other	Works to provide a safe and clean learning environment for students and staff.

Demographic Information

Principal start date
Tuesday 8/16/2022, Amanda Garman

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.*
4

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.*
6

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
580

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

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	84	104	86	95	119	80	0	0	0	0	0	0	0	568
Attendance below 90 percent	10	9	5	7	11	7	0	0	0	0	0	0	0	49
One or more suspensions	2	1	1	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	12	0	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	12	8	0	0	0	0	0	0	0	20
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	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	6	5	0	0	0	0	0	0	0	0	13

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	1	0	0	0	0	0	0	0	0	0	0	0	1
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

Monday 7/18/2022

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	100	81	100	120	82	93	0	0	0	0	0	0	0	576
Attendance below 90 percent	1	2	2	8	9	7	0	0	0	0	0	0	0	29
One or more suspensions	0	0	1	0	3	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	2	2	0	0	0	0	0	0	0	0	4
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	1	0	0	0	0	0	0	0	1
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	6	12	0	0	0	0	0	0	0	0	0	0	18

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	7	4	1	0	0	0	0	0	0	0	13

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	2	1	5	4	6	0	0	0	0	0	0	0	18
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	100	81	100	120	82	93	0	0	0	0	0	0	0	576
Attendance below 90 percent	1	2	2	8	9	7	0	0	0	0	0	0	0	29
One or more suspensions	0	0	1	0	3	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	2	2	0	0	0	0	0	0	0	0	4
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	1	0	0	0	0	0	0	0	1
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	6	12	0	0	0	0	0	0	0	0	0	0	18

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	7	4	1	0	0	0	0	0	0	0	13

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	2	1	5	4	6	0	0	0	0	0	0	0	18
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	78%	74%	56%				85%	75%	57%
ELA Learning Gains	60%						71%	67%	58%
ELA Lowest 25th Percentile	40%						56%	59%	53%
Math Achievement	83%	50%	50%				88%	77%	63%
Math Learning Gains	79%						74%	69%	62%
Math Lowest 25th Percentile	63%						72%	59%	51%
Science Achievement	72%	77%	59%				79%	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	92%	78%	14%	58%	34%
Cohort Comparison		0%				
04	2022					
	2019	81%	77%	4%	58%	23%
Cohort Comparison		-92%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	83%	76%	7%	56%	27%
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	85%	82%	3%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	89%	82%	7%	64%	25%
Cohort Comparison		-85%				
05	2022					
	2019	87%	80%	7%	60%	27%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	73%	6%	53%	26%
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	36	28	27	55	51	45	33				
HSP	79	64		84	82						
WHT	80	60	44	85	80	66	72				
FRL	62	46	36	78	78	65	60				
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	55	50		53	36		57				

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
HSP	67			67							
WHT	82	64	71	78	57	72	79				
FRL	66	60		66	67		73				
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	62	54	43	63	78	69	71				
HSP	95	82		89	73						
WHT	86	71	54	88	75	71	80				
FRL	74	54	43	76	61	59	82				

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	68
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	475
Total Components for the Federal Index	7
Percent Tested	100%
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	
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	77
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	
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	70
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	61
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?

Since 2019 our students have lost ground academically. Historically, our 3rd graders perform well, then there is a decline in 4th grade and 5th grades. Our SWD scores and growth has declined significantly.

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

Our students with disabilities score significantly below all other subgroups. Since 2019 they have dropped over 20% in all areas, achievement, learning gains, lowest 25th percent gains in both reading and math, but more significantly in reading. Seventy-Five percent of students with disabilities in 3rd grade were a level 3 or above, 25% were a level 2. But in 4th and 5th grade 63% students with disabilities scores went down and 21 stayed the same with no growth in ELA. Only 16% made gains.

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

Many of our students did not receive the rigor of instruction the past few years as our school negotiated our way through covid. We had a different set of expectations and students who were in brick and mortar missed a significant amount of school due to quarantining. Another contributing factor is that our ESE services were provided often online, which presented a challenge for students and teachers. We are looking closely at our I.E.P. goals and services to align with student needs. We need to find a way to motivate 4th and 5th grade students to give their best effort on state testing.

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

Math is making its way back up to our pre-covid levels. 79% of our students made learning gains in math last year. Our SWD in 3rd grade 79% were proficient and in 4th and 5th grade 44% made learning gains, 44% stayed the same and 28% went down.

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

Professional learning Teams focused on providing differentiation in math and ELA. Good Tier i instruction and interventions for Tier 2 and 3 in math. Departmentalization in 5th grade.

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

We are working with district provided ESE coaches to help us to better identify and serve our students with disabilities. The ESE coach is helping us utilize the best resources, write appropriate goals and services to meet the needs of these 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.

Our school operates as a "Professional Learning Community". This collaboration is the basis for all professional development. We focus on student data and how we can meet their individual needs as a grade level team. Grade levels work as Professional Learning Teams in collaboration to help the entire student population to succeed. They work together to share students and ask the questions, what is it we expect them to learn?, how do we know when they have learned it? how are we going to respond when they don't know it? and what are we going to do if they already have it? Our Professional Development will be focused on effective P.L.T's and differentiation for students.

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

Continued work on collaboration, using district provided resources. We have seen improvement in lower grades in phonics and phonemic awareness through the use of Wilson Fundations. We are hoping this will help prevent learning gaps in reading as students get older. Our students now in 4th and 5th grade did not receive that instruction and many have poor decoding skills. Alignment of teams with essential standards, grading and use of district curriculum maps.

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.	Our school will continue to focus on meeting the individual needs of all students. This past year our students with disabilities made little growth and our learning gains in 4th and 5th grade were not acceptable. Grade level Professional Learning Teams will plan together to provide all students with the same expectations to meet the B.E.S.T. standards. We will use the 4 guiding questions in our P.L.T.'s to collaborate to meet needs of all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students in ELA lowest 25% will make a 10% increase in learning gains to reach 70%. Students with Disabilities will make learning gains above 41%. Math learning gains will increase to 55% for lowest twenty-five percent and 65% for students with disabilities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored through FAST results, Common Formative & Summative Assessments, District provided Common Summative Assessments, STAR and DAR.
Person responsible for monitoring outcome:	Amanda Garman (amanda.garman@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Identify the essential standards that students need to learn. Collaborative planning for how we know when they have learned it, how to systmaticaly respond when they don't know it and how to respond for those students who already have the concepts and need to go deeper or accelerate.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Team planning and collaboration will help teams to provide for the variey of all students. Grade level PLT's need to look at areas in Tier I instruction that need to improve and formulate a plan. The MTSS Team needs to look at data and provide recommendations for grade level PLT's areas to strengthen.

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.

Attend the national PLC conference in Orlando.

Person Responsible   Amanda Garman (amanda.garman@stjohns.k12.fl.us)

Create and meet regularly with the "Guiding Coalalition" to check review data and monitor progress.

Person Responsible   Heather Eyestone (heather.eyestone@stjohns.k12.fl.us)

Create and monitor expectations of grade level PLT's meeting weekly to discuss student data, update groups for differentiation.

Person Responsible   Alice Larson (alice.larson@stjohns.k12.fl.us)

Provide time for PLT's to meet and Identify the Essential Standards from the new "B.E.S.T." standards and

organize grade level differentiation based on the guiding PLT questions.

Person Responsible   Amanda Garman (amanda.garman@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our Instructional Leadership team needs to facilitate grade level teams to be open and own their data. They need to look objectively at data and answer the guiding questions of a P.L.T. and most importantly create a plan. Leadership team will provide relavent professional development and time to collaborate.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students in ELA lowest 25% will make a 10% increase in learning gains to 70%. Students with Disabilities will make learning gains above 41%. Math learning gains will increase to 55% for lowest twenty-five percent and 65% for students with disabilities.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership team will continue to attend P.L.T. meetings, we will continue to focus on collaborative planning and looking at essential standards from the new B.E.S.T. standards. We will look at data on grade level teams as well as the school as a whole with the "Guiding Coalition".
Person responsible for monitoring outcome:	Amanda Garman (amanda.garman@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative Planning through the P.L.T. process.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students will be able to receive what they need when they need it by teams planning instruction together to differentiate instruction. Teams will work on a continous cycle of the 4 critical questions.

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 Student and Teacher Behavior	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Over the past few years we have seen a change in our student's behavior. Many of our teachers feel they do not have the training to deal with students with behavior issues.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will have a "common language" and "school "motto" for expectations and rewards.Teach students appropriate expected behaviors for different settings at school. We would like to decrease office referrals by 10% this year over last year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor office referrals, Tier II and III behavior plans as well as B.I.P.'s to make sure we are providing students with adequate support to teach positive behavior.
Person responsible for monitoring outcome:	Amanda Garman (amanda.garman@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We have became a P.B.I.S. school in 21-22 school year. We have teachers using "Capturing Kids Hearts" and our K-2 teachers were trained in "Conscious Discipline". We also will utilize "LiveSchool" to keep track of positive behavior points and as a parent communication tool.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	P.B.I.S, Conscious Discipline and Capturing Kids Hearts are research based programs that have proven effective in promoting positive behaviors.

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.

Training in P.B.I.S.,Conscious Discipline and Capturing Kids Hearts.

Person Responsible	Heather Eyestone (heather.eyestone@stjohns.k12.fl.us)

Implementing and monitoring S.H.I.N.E. 1. Safe Choices, 2. Have Respect 3.Include Others 4. Notice Feelings 5. Engaged in School. Make sure all children are taught expectations.

Person Responsible	Alice Larson (alice.larson@stjohns.k12.fl.us)

Meet monly with the P.B.I.S. Leadership Team to monitor progress and make corrective actions as needed.

Person Responsible	Amanda Garman (amanda.garman@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.	Students with disabilites are performing below 41% in achievement on ELA portion of the FSA at 36% proficiency. Only 28% of SWD made learning gains. In 2019 our students with discibilities proformed at achievement levels 62% proficiency in ELA and 63% porficiency in math. Post covid our SWD have lost ground. In 2022 they were only 36% proficient in ELA and 55% in math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students in ELA lowest 25% will make a 10% increase in learning gains to reach 70%. Students with Disabilities will make learning gains above 41%. Math learning gains will increase to 55% for lowest twenty-five percent and 65% for students with disabilities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The MTSS team will monitor our SWD data at each core meeting. Grade level Professional Learning Teams will discuss SWD at their data meetings, and the Intervention and Supports team will discuss children with disabilities weekly.
Person responsible for monitoring outcome:	Alice Larson (alice.larson@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Use of research based programs and stragegies with our SWD. Writing quality I.E.P.'s with appropriate goals. Use of an ESE coach to work with teachers and administration to best utliize resources.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	District provided this resource to assist our school in using research based strategies most effectively.

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.

Meet regularly with the ESE coach to look at practices that are best to implement with SWD. Have coach participate in M.T.S.S. meetings as well as I.E.P.'s.

Person Responsible	Alice Larson (alice.larson@stjohns.k12.fl.us)

Work through the P.L.T. process with the Intervention and Supports Team to look at data and improve quality instruction for our SWD.

Person Responsible	Alice Larson (alice.larson@stjohns.k12.fl.us)

Provide inservice for teachers and support staff on best strategies to work with our SWD.

Person Responsible	Heather Eyestone (heather.eyestone@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.

Our school works hard to be a welcoming environment for students and adults alike. We welcome input from all stakeholders. With the input of students, parents, community and staff, we have embraced The Positive Behaviors System of Supports model at R. B. Hunt. This collaborative has brought our values to the forefront of what we do. At R. B. Hunt We S.H.I.N.E. This means that we:
1. Have Safe Choices
2. Have Respect
3. Include Others
4. Notice Feelings
5. Engaged in School
We have come together to decided what we value, teach and model those behaviors for the children and reward positive behaviors.

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

Our stakeholders have supported our P.B.I.S. initiative. Our School Advisory Committee gave their input and support for this program and our P.T.A.O. has committed to supporting the program financially and with volunteer hours. Our community Elks Lodge is also supporting our school and P.B.I.S. The expectation at R. B. Hunt is for our staff to model the "Pillars of Character" at all times. We appreciate and embrace our school community and are willing to go the extra mile to keep students safe, be respectful, be inclusive, understanding and engaged in the process of growing our children to be good citizens and productive adults.