Palm Valley Academy School

2023-24
Schoolwide Improvement Plan (SIP)

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Palm Valley Academy

700 BOBCAT LN, Ponte Vedra, FL 32081

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Palm Valley Academy we will:
Pursue Excellence
Value All
Achieve Success

Provide the school's vision statement.

Building Purposeful Leaders Where Everyone Shines Through Achievement

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Strom, Zach	Principal	Oversees: Instructional & Operational Leadership School Budget Parent & Community Communication Faculty & Support Staffing School Improvement Plan Professional Development Teacher Evaluation Support Staff Evaluation Data Analysis
Slocum , D'Niessa	Assistant Principal	Master Schedule Elementary School Oversight Operations Recess/Resource/Lunch Schedules Transitions/Arrival/Dismissal Procedures ESE support/ IEPs Supervision of Paraprofessionals Teacher Evaluations
Zapata, Ashley	Assistant Principal	Middle School Math and Science Oversight Elem. grade 5 Oversight IEPs Extended Day Teacher Evaluations Testing Support MTSS
Curran, Bonnie	Assistant Principal	safety drills 504s Duty schedules Textbooks PBIS

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders include students, teachers, staff, parents, community members who have had involvement and hand in the SIP development. The school mission statement (which was originally comprised by faculty, staff and community members) of "We will Pursue excellence, we will Value all, we will Achieve success. We are PVA!" emphasizes a culture of collaboration, high achievement and intrinsic value for all. With that mission/vision in mind, feedback from both internal and external constitutes is gathered throughout the year in various ways, including surveys, anonymous feedback, documented

conversations in a variety of settings that does include but is not limited to SAC Committee Meetings and Community "Chats" or events.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The MTSS/Core Team will review student and school assessment data quarterly and EWS data weekly to monitor and ensure effective implementation and impact the SIP goals and action steps are having on the student achievement levels, particularly for those students with the greatest achievement gap. In an effort to ensure we are looking at the longitudinal data and trends rather than making hasty decisions, any plan revisions, if necessary, will only be considered after two marking periods have passed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	20%
2022-23 Economically Disadvantaged (FRL) Rate	7%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	8	13	24	45
One or more suspensions	0	0	0	0	0	0	9	8	16	33
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	2	3	7
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	8	16	17	41
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
Number of Students Enrolled	142	166	190	177	191	145	153	157	164	1485

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	4	14	21

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	7	0	6	8	8	12	17	51	118
One or more suspensions	2	1	0	2	2	5	9	12	19	52
Course failure in ELA	0	0	0	0	0	0	0	3	2	5
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	4	10	6	13	21	55
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	10	9	12	12	16	16	77

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	0	2	0	1	12	12	30

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	7	0	6	8	8	12	17	51	118
One or more suspensions	2	1	0	2	2	5	9	12	19	52
Course failure in ELA	0	0	0	0	0	0	0	3	2	5
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	4	10	6	13	21	55
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	10	9	12	12	16	16	77

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	0	2	0	1	12	12	30

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	78	72	53	79	75	55	81		
ELA Learning Gains				58			66		
ELA Lowest 25th Percentile				44			52		
Math Achievement*	85	78	55	88	45	42	86		
Math Learning Gains				76			64		
Math Lowest 25th Percentile				70			55		
Science Achievement*	76	74	52	77	81	54	78		
Social Studies Achievement*	82	79	68	91	71	59	90		
Middle School Acceleration	79	71	70	74	56	51	80		
Graduation Rate		82	74		73	50			
College and Career Acceleration		32	53		89	70			
ELP Progress		70	55		70	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	657
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	57			
ELL	71			
AMI				
ASN	94			
BLK				
HSP	71			
MUL	89			
PAC				
WHT	83			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	81			
AMI				
ASN	90			
BLK				
HSP	70			
MUL	79			
PAC				
WHT	73			
FRL	57			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	78			85			76	82	79			
SWD	50			58			40				4	
ELL	67			75							2	
AMI												
ASN	91			94			100		92		4	
BLK												
HSP	69			75			62		60		5	
MUL	86			90							3	
PAC												
WHT	79			85			76	90	79		6	
FRL	58			76			57				3	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	79	58	44	88	76	70	77	91	74			
SWD	48	48	31	54	61	51	43	57	58			
ELL	77			85								
AMI												
ASN	92	69		100	86		100		94			
BLK												
HSP	71	52	33	83	79	70	77	82	83			
MUL	86	64		89	77		80					
PAC												
WHT	80	58	46	88	75	69	77	91	71			
FRL	65	40	32	67	57	60	55	77				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	81	66	52	86	64	55	78	90	80			
SWD	47	42	35	52	42	36	46	59				
ELL	79			83								
AMI												
ASN	91	76		100	89		90	100	96			
BLK												
HSP	79	69	53	81	58	47	79	93	64			
MUL	82	75		80	54		59		79			
PAC												
WHT	81	64	51	86	63	56	78	89	79			
FRL	76	50		69	45		69					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	71%	3%	54%	20%
07	2023 - Spring	73%	69%	4%	47%	26%
08	2023 - Spring	71%	69%	2%	47%	24%
04	2023 - Spring	85%	76%	9%	58%	27%
06	2023 - Spring	79%	70%	9%	47%	32%
03	2023 - Spring	86%	72%	14%	50%	36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	84%	81%	3%	54%	30%
07	2023 - Spring	70%	66%	4%	48%	22%
03	2023 - Spring	92%	78%	14%	59%	33%
04	2023 - Spring	91%	79%	12%	61%	30%
08	2023 - Spring	85%	81%	4%	55%	30%
05	2023 - Spring	74%	74%	0%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	81%	71%	10%	44%	37%
05	2023 - Spring	69%	70%	-1%	51%	18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	78%	21%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	67%	33%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	85%	-2%	66%	17%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area for greatest need of improvement is the learning gains of the lowest quartile in ELA. Unfortunately, we have seen continuous regression in the scores of our ELA Lowest 25% students over the past three years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Some of the factors contributing to this need for improvement are the student population going through myriad changes since the school opened five years ago. Our growth has finally stabilized and we are evenly distributed throughout most of the grade levels in both elementary and middle school. We have also made some very strategic moves and hires with our staff in these areas of needed improvement. We will also provide targeted training in research-based interventions to help provide an increase in student performance of our learners with the highest academic needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The ELA Learning Gains of the lowest 25% was actually below the state average based on the data above. Being a school that's traditionally well above the state average in every category, this one particular subgroup is a glaring area of need. While many factors could be contributing to this gap, the most significant we believe is the teacher turnover this particular year. 5 of the 6 ELA Support Teachers either left prior to the end of the year or during that following summer.

Which data component showed the most improvement? What new actions did your school take in this area?

School-wide Math Learning Gains increased 12% from 64% in 2021, to 76% last year. Additionally, it was those students in the third reporting category who demonstrated the most growth. It was our Math Bottom Quartile students who grew the most last year, with 70% posting Learning Gains, up 15% from the 2021 mark of 55%. If
we maintain current trends in math, both in proficiency and growth, we will continue to maintain well above both district and state averages. Formative data such as district-created Common Formative Assessments also showed student improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon reflecting on the EWS data from Part 1, the highest potential area of concern that's already on our radar this year is within the 5th grade team. In 5th grade we have 20 students (Highest Amount) who have been absent for more than 10% of the instruction, along with a building high 12 students who scored a State Assessment Level 1.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Tier 1 Instruction and practices to include, but not be limited to differentiation strategies, as a whole across all settings of our K-8
2. Implementation of Instructional practices specially relating to ELA
3. Acceleration/Remediation Strategies within the general education curriculum

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While Palm Valley Academy continues to be amongst the best scoring schools in the district and state, there continues to be a large group of students who are consistently falling well below their peers. While Math Achievement was an astounding 88% in 2022, our Students with Disabilities dropped 34% below that mark, with only 54% achieving proficiency. Similar comparisons are seen across all areas of Math as well, as they were 15% lower in Math Learning Gains with 76% and 19% behind in the Bottom Quartile Learning Gains. Unfortunately, this achievement gap has proven a constant since 2019, when scores yielded even larger deficits between SWDs achievement levels and those of their same age peers (-29%, -25%, -21% in the respective math reporting categories).

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

The Students with Disabilities subgroup will yield a 15% growth rate in each of the three Math reporting categories, which will in-turn begin to close the achievement deficits in those categories between our SWDs and their same age peers.

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

In order to monitor our progress towards our goal, inclusion teams of both gen. ed and ESE teachers will review quarterly data, including but not limited to grade level summatives and any FAST assessment outcomes (fall, winter, and spring) during our school-wide Professional Learning Communities (PLC's) with a focus on instructional best practices and proven routines of the BEST State Standards for Math. Our PLC's meet for
70 mins weekly to disaggregate this data while also regularly reviewing data to plan accordingly during appropriate daily sessions (35 mins). Our focus is to increase the number of SWD's performing at grade level, while working consistently towards meeting their IEP specific goals. The implementation of instructional strategies is monitored during our classroom walk-throughs by academic coaches and administrators, followed by written and/or verbal feedback in a timely manner.

Person responsible for monitoring outcome:
Zach Strom (zachary.strom@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence-based strategies will be used to increase student performance in Math:
1. Acceleration/Remediation Strategies embedded in our general education curriculum in grades K-8 such as previewing and scaffolding instruction, providing differentiated assignments, provide extension of material, provide remediation as needed, and review concepts.
2. Assisting students in developing their attention to detail, as well as their own accountability and responsibility through goal setting, tracking, and self-reflection.
4. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of these varied high-yield strategies will result in higher math gains in our SWD.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Working with the ESE team, schedules will be built to allow for best inclusion practices in middle school, and to integrate ESE teachers into the intervention block in elementary school.

Person Responsible: D'Niessa Slocum (dniessa.slocum@stjohns.k12.fl.us)

By When: Schedules to be done within first two weeks of school, but continually kept current and updated as necessary.

Administration and ESE team will meet regularly to monitor student progress and make best next-step decisions with regards to instruction.

Person Responsible: Zach Strom (zachary.strom@stjohns.k12.fl.us)

By When: Year-long PD plan.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After looking at our holistic ELA data from FSA last year and FAST this year, there were some spots that were of obvious need. The most critical need is in the ELA proficiency of our lowest quartile. Our lowest quartile is made up of mostly SWD. As we drilled further into the data, there was a definite increase in the percentage of SWD making Level 1 and Level 2 on FSA the higher we looked into grade levels. In fact, it was a steady increase, with its peak at 7th grade.

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

English Language Arts (ELA): Increase our capacity in the proficiency of our lowest quartile by 15% (current performance is 44%). Increase proficiency in our general education student population to 85% (current performance is 79%).

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

Monitoring tool will be the new FAST testing. Because it happens at three benchmark time-frames throughout the school year, we will be able to properly monitor our progress and intervene as needed.

Person responsible for monitoring outcome:

Zach Strom (zachary.strom@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers and administration will collaborate in Professional Learning Communities to share and analyze student data. They will target intentional instruction to the gaps found and share students among the grade level as needed to ensure that all students are receiving high levels of instruction and given opportunities to achieve high levels of learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By working through this process, teachers will not only identify learning problems of students, but also identify where instructional practices may need to be tweaked or re-written to better help students understand content.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

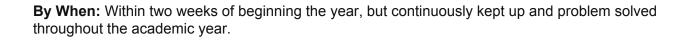### Will this evidence-based intervention be funded with UniSIG?

No

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.

Configuring the master schedule to accommodate a daily intervention block of time where students will work with a variety of teachers to help work more efficiently with reteaching and remediation.

Person Responsible: Zach Strom (zachary.strom@stjohns.k12.fl.us)

By When: Within two weeks of beginning the year, but continuously kept up and problem solved throughout the academic year.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school has had consistent and significant growth over the past few years. This is the first year where we are pretty steady and even with regards to student numbers throughout the grade levels. Previous attempts at positive behavior and rewards have been well-intentioned, but with "holes", or areas of need.

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

Our school will participate in a holistic positive behavior system that is tailored to elementary and middle school students specifically, with an outcome of decreased student behavior issues

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

Progress will be monitored through the use of the Live School app in elementary, and a stamp system in student planners in middle school.

Person responsible for monitoring outcome:

D'Niessa Slocum (dniessa.slocum@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be explicitly taught the pillars of character, will create social contracts within the classroom, and will be held to specific, school-wide expectations of behavior throughout their school day.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Having a consistent message of expectations and common language helps lower the confusion of students when they experience different settings within the school day.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 dean and assigned admin. will visit all elementary grade level PLCs and clarify the use of the Live School app and how to troubleshoot, invite parents, etc.

Person Responsible: Bonnie Curran (bonnie.curran@stjohns.k12.fl.us)

By When: Within the first nine weeks.

Administration will collaborate with the dean and team leaders to help follow through with needed resources for rewards.

Person Responsible: Bonnie Curran (bonnie.curran@stjohns.k12.fl.us)

By When: Monthly throughout the year.

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

With our focus being on an even better implementation of the Professional Learning Community process, we are changing our approach with regards to team leaders. We are trying to build the capacity of our teachers in these roles to be the instructional leader of their team.

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

We want to see an increase in our overall ELA proficiency in both the general education population, as well as within the student population of our lowest quartile, through effective use of Professional Learning Communities within our school.

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

Monitoring will happen through both formative and summative data collected throughout the year. Final outcomes will be measured by the third administration of FAST.

Person responsible for monitoring outcome:

Zach Strom (zachary.strom@stjohns.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative team leader meetings will occur monthly to update and monitor the practices happening at the grade level PLCs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Starting at the top-down, administration and team leaders have been given the opportunity to attend PLC conferences, as well as worked through some professional development at the school level. We will take the knowledge obtained and disseminate the philosophy to instructional staff.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Selection of teachers who want to fulfill the role of team leader beyond that of planning and organizing. Using a specific questionnaire process, administration will interview teachers and build the team of leaders.

Person Responsible: Zach Strom (zachary.strom@stjohns.k12.fl.us)

By When: Pre-planning (Summer).

Administration will communicate the logistical and organizational pieces to all teachers in an effective manner and will use team leader meetings for building capacity in teacher leaders to better facilitate the PLC process.

Person Responsible: Zach Strom (zachary.strom@stjohns.k12.fl.us)

By When: Weekly PLC meetings and Monthly Team Leader Meetings.