

St. Johns County School District

MILL CREEK ACADEMY

A word cloud graphic centered on the page. The largest words are 'students', 'school improvement', 'learning', 'success', 'teaching', 'relationships', 'growth', 'instruction', 'areas of focus', 'vision', 'collaboration', 'supportive environment', 'resources', 'achievement', 'ambitious', 'analysis', 'leadership', 'mission Florida', 'college and career', 'family and community involvement', 'needs assessment', 'strategic planning', and 'striving'. The words are in various sizes and orientations, primarily in shades of blue and yellow. A circular logo is positioned on the left side of the word cloud.

A circular logo featuring a graduation cap (mortarboard) at the top, with a path leading from the bottom towards the cap. The path is white on a dark blue background. A sunburst or rays emanate from behind the cap. The logo is surrounded by text: 'family and community involvement' and 'needs assessment' on the left, 'strategic planning' and 'collaboration' on the right, and 'vision' at the bottom.

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the St. Johns County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Mill Creek we will inspire students to be lifelong learners with integrity.

Provide the school's vision statement

The Learning Community of Mill Creek will ensure that ALL achieve their fullest potential through challenging, purposeful learning opportunities where life-long learning becomes a passion!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kenneth Goodwin

Position Title

Principal

Job Duties and Responsibilities

The principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the principal works with the building leadership team to provide ongoing, job-embedded professional development to build school-wide capacity to better serve our students.

Leadership Team Member #2

Employee's Name

Jacqueline Ottosen

Position Title

Vice Principal

Job Duties and Responsibilities

The vice principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #3

Employee's Name

Jill Loughran

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #4

Employee's Name

Lisa Sclafani

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #5

Employee's Name

Chasity Pitre

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal provides a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures professional development to support programs, and communicates with parents regarding overall school progress. In addition, the assistant principal works collaboratively with the leadership team to analyze student data through a cycle of continuous improvement to ensure all students receive services and supports they need to grow socially, emotionally, and academically. Furthermore, the assistant principal works with the building leadership team to provide ongoing, job-embedded professional development to build schoolwide capacity to better serve our students.

Leadership Team Member #6

Employee's Name

Crystal Kelley

Position Title

Instructional Coach

Job Duties and Responsibilities

The ILC develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with the whole

school screening programs that provide early intervention services for students considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team. The ILC plans and provides ongoing, job-embedded professional development to support our instructional staff.

Leadership Team Member #7

Employee's Name

Sherry Galbraith

Position Title

Instructional Coach

Job Duties and Responsibilities

The ILC develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with the whole school screening programs that provide early intervention services for students considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring, and is the facilitator of the MTSS team. The ILC plans and provides ongoing, job-embedded professional development to support our instructional staff.

Leadership Team Member #8

Employee's Name

Synethia Williams

Position Title

Testing Coordinator

Job Duties and Responsibilities

The testing coordinators organizes and facilitates all state-wide testing. In addition, the testing coordinator collects and analyzes state-wide and common formative assessment testing data. The testing coordinator works with the leadership team and collaborative teams (PLCs) to analyze the data and identify strategic intervention and acceleration strategies.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The school leadership team reviews student data throughout the year and closely monitors student progress. The school leadership teamwork with grade-level and content area Professional Learning Communities to implement research-based, high-yield strategies to improve student achievement. Ongoing progress is shared with PTA, SAC, and all instructional staff. Needs analysis are conducted and input is received from these various groups to identify strengths and opportunities for growth and then incorporated into the School Improvement Plan.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The school leadership team reviews student data throughout the year and closely monitors student progress. The school leadership teamwork with grade-level and content area Professional Learning Communities to implement research-based, high-yield strategies to improve student achievement. Ongoing progress is shared with PTA, SAC, and all instructional staff. Through the multiple assessments and data points, we monitor and evaluate our progress towards achieving the goals of the SIP.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	33.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	19.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	35	20	23	20	30	20	48	50	70	316
One or more suspensions	3	5	3	5	4	10	43	47	51	171
Course failure in English Language Arts (ELA)	0	0	0	8	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment				15	25	25	38	25	28	156
Level 1 on statewide Math assessment				14	22	19	19	7	7	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	27	35	42						120
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	2	12	10	30					64

Current Year 2024-25

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	3	1	1	4	4	3	19	30	24	89

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	1	3	1	0	0	1	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last 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 school days	26	20	17	14	17	19	33	45	36	227
One or more suspensions	8	4	2	9	5	8	47	43	44	170
Course failure in ELA								8	2	10
Course failure in Math								8	2	10
Level 1 on statewide ELA assessment				38	25	31	26	46	31	197
Level 1 on statewide Math assessment				35	13	24	9	22	11	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	13	6	38						228

Prior Year (2023-24) As Last Reported (pre-populated)

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	3		1	3	9	4	18	33	27	98

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	3	1	5	1	2				14
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67	74	58	66	72	53	69	75	55
ELA Grade 3 Achievement **	72	78	59	66	76	56			
ELA Learning Gains	59	65	59				55		
ELA Learning Gains Lowest 25%	53	56	54				46		
Math Achievement *	79	81	59	76	78	55	76	45	42
Math Learning Gains	77	74	61				72		
Math Learning Gains Lowest 25%	71	63	56				56		
Science Achievement *	64	72	54	70	74	52	72	81	54
Social Studies Achievement *	87	91	72	88	79	68	87	71	59
Graduation Rate		71	71		82	74		73	50
Middle School Acceleration	70	73	71	66	71	70	64	56	51
College and Career Readiness		19	54		32	53		89	70
ELP Progress	71	71	59	59	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 (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	770
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	73%	66%	65%		65%	70%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	49%	No		
English Language Learners	69%	No		
Asian Students	79%	No		
Black/African American Students	58%	No		
Hispanic Students	69%	No		
Multiracial Students	68%	No		
White Students	71%	No		
Economically Disadvantaged Students	61%	No		

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%
Students With Disabilities	35%	Yes	1	
English Language Learners	59%	No		
Asian Students	90%	No		
Black/African American Students	47%	No		
Hispanic Students	69%	No		
Multiracial Students	65%	No		
White Students	72%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	41%	No		
English Language Learners	75%	No		
Native American Students				
Asian Students	82%	No		
Black/African American Students	52%	No		
Hispanic Students	69%	No		
Multiracial Students	56%	No		
Pacific Islander Students				
White Students	67%	No		
Economically Disadvantaged Students	61%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%	72%	59%	53%	79%	77%	71%	64%	87%	70%			71%
Students With Disabilities	37%	29%	50%	44%	53%	69%	65%	35%	59%				
English Language Learners	56%		65%	92%	59%	73%							71%
Asian Students	73%		67%		90%	76%		82%	86%	79%			
Black/African American Students	55%		59%	50%	56%	67%	58%	54%	67%				
Hispanic Students	65%	79%	54%	41%	75%	76%	76%	63%	83%	80%			
Multiracial Students	70%	72%	59%	61%	79%	83%	75%	53%	95%	36%			
White Students	67%	71%	59%	54%	80%	78%	72%	65%	89%	70%			
Economically Disadvantaged Students	53%	61%	55%	47%	63%	73%	70%	48%	84%	58%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	66%	66%			76%			70%	88%	66%			59%
Students With Disabilities	36%	28%			42%			32%					
English Language Learners	53%				47%								78%
Asian Students	81%				87%			100%		90%			
Black/African American Students	54%	38%			54%			40%					
Hispanic Students	70%	67%			76%			64%		67%			
Multiracial Students	58%	61%			80%			66%		60%			
White Students	66%	66%			76%			72%	91%	64%			70%
Economically Disadvantaged Students	51%	59%			61%			45%		41%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	69%		55%	46%	76%	72%	56%	72%	87%	64%			
Students With Disabilities	31%		35%	32%	43%	51%	43%	30%	61%				
English Language Learners	67%				83%								
Native American Students													
Asian Students	81%		68%		92%	88%		71%	100%	75%			
Black/African American Students	52%		49%	33%	59%	61%	46%	48%	67%				
Hispanic Students	73%		60%	53%	77%	75%	57%	84%	94%	52%			
Multiracial Students	67%		45%	38%	65%	68%	48%	74%		46%			
Pacific Islander Students													
White Students	69%		55%	47%	76%	71%	59%	73%	85%	66%			
Economically Disadvantaged Students	58%		59%	55%	64%	71%	55%	65%	72%	50%			

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	70%	76%	-6%	55%	15%
Ela	4	72%	72%	0%	53%	19%
Ela	5	65%	71%	-6%	55%	10%
Ela	6	64%	72%	-8%	54%	10%
Ela	7	58%	71%	-13%	50%	8%
Ela	8	64%	72%	-8%	51%	13%
Math	3	69%	79%	-10%	60%	9%
Math	4	79%	77%	2%	58%	21%
Math	5	72%	74%	-2%	56%	16%
Math	6	74%	78%	-4%	56%	18%
Math	7	79%	68%	11%	47%	32%
Math	8	81%	81%	0%	54%	27%
Science	5	61%	69%	-8%	53%	8%
Science	8	66%	72%	-6%	45%	21%
Civics		88%	92%	-4%	67%	21%
Algebra		100%	77%	23%	50%	50%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Learning gains for the Math Bottom Quartile. PLC process and a greater emphasis on differentiation of small group instruction and engagement strategies.

Lowest Performance

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

Bottom Quartile Learning Gains in ELA. Many of our students in the bottom quartile are ESE and have significant gaps in learning. We are continuing to provide intensive reading instruction through the Science of Reading.

Greatest Decline

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

Science Achievement by 8 points. Common embedded language and small group instruction needs to be a focus.

Greatest Gap

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.

We are above state average in all areas. We will continue to focus on Professional Learning Communities, small group differentiated instruction, implementation of Science of Reading, Intensive supports for struggling students, and acceleration for all students.

EWS Areas of Concern

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

Student attendance is our primary concern.

Highest Priorities

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

Accelerate Learning, Close Achievement Gaps, Bottom Quartile

Accelerate learning for all students.

Exceed performance goals for ELA, Math, Science, Social Studies, and EOC Assessments. The focus for ELA and Math is 80%.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, our learning gains for our bottom quartile in ELA are one of the lowest areas of performance. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will increase Bottom Quartile Learning Gains in ELA to 80% as measured by the B.E.S.T.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student performance will be monitored through common formative assessments (CFA), Progress Monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile

Person responsible for monitoring outcome

Kenneth Goodwin

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/ lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Job-embedded professional development during collaborative team planning.

Person Monitoring:

Crystal Kelley

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles of inquiry during collaborative planning with the ILC, Testing Coordinator, and administrative team

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, our learning gains for our bottom quartile in math are one of the lowest areas of performance. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will increase Bottom Quartile Learning Gains in Math to 80% as measured by the B.E.S.T.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student performance will be monitored through common formative assessments (CFA), progress monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile.

Person responsible for monitoring outcome

Kenneth Goodwin (kenneth.goodwin@stjohns.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/ lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Job-embedded professional development during collaborative team planning.

Person Monitoring:

Crystal Kelley (crystal.kelley@stjohns.k12.fl.us)

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles of inquiry during collaborative planning with the ILC, Testing Coordinator, and administrative team.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically, our learning gains for our ESSA subgroup SWD are one of the lowest areas of performance. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will increase SWD Learning Gains in to 75% as measured by the B.E.S.T.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student performance will be monitored through common formative assessments (CFA), progress monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile.

Person responsible for monitoring outcome

Kenneth Goodwin (kenneth.goodwin@stjohns.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/ lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Create time throughout the week for general education and ESE teachers to plan collaboratively.

Person Monitoring:

Kenneth Goodwin
(kenneth.goodwin@stjohns.k12.fl.us)

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles of inquiry during collaborative planning with the ILC, Testing Coordinator, and administrative team.

Area of Focus #4

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Professional Learning Communities are still building and demonstrate need for increased efficacy. Grade-level teams will implement differentiated instructional strategies to meet the specific needs of students to accelerate their learning. Grade-level (collaborative teams) will plan and implement standards based differentiated lessons planned, implement, and monitored through the PLC process.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCA will work within our Professional Learning Communities to increase student learning gains and reading and math to 80% as measured by the B.E.S.T.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student performance will be monitored through common formative assessments (CFA), progress monitoring data, Common Focus Quizzes (CFQ), and summative assessments. Collaborative teams will analyze student performance through ongoing cycles of inquiry and make appropriate adjustments to accelerate the learning for all students, in particular our bottom quartile.

Person responsible for monitoring outcome

Kenneth Goodwin (kenneth.goodwin@stjohns.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Professional Learning Communities (PLC) will work collaboratively to identify essential standards, create SMART goals, create and utilize common formative assessments, plan standards-based units/ lessons, implement the lessons, monitor student performance, and make timely adjustments through ongoing cycles of inquiry.

Rationale:

The collaborative teaming process through ongoing cycles of inquiry are research-based strategies enabling teachers to accelerate the learning of students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Job-embedded professional development during collaborative team planning.

Person Monitoring:

Crystal Kelley (crystal.kelley@stjohns.k12.fl.us)

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams work through ongoing cycles of inquiry during collaborative planning with the ILC, Testing Coordinator, and administrative team

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A consistent behavioral intervention program throughout the school and all grades is important to develop lifelong learners who make responsible choices. Behavioral incidents are just one indicator of student success, as indicated by our Early Warning System. Our Positive Behavioral Interventions and Support (PBIS) Team will work to revise our behavioral program to better serve our students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will reduce behavioral incidents by 5% by the end of the 2024 - 2025 SY.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our PBIS team will review monthly behavior data in eSP.

Person responsible for monitoring outcome

Jill Loughran (jill.loughran@stjohns.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilize PBIS and Character Counts as the foundational approach to behavioral interventions.

Rationale:

PBIS and Character Counts are research-based programs that have demonstrated over time to be effective with students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Revise PBIS Plan.

Person Monitoring:

Jill Loughran (jill.loughran@stjohns.k12.fl.us)

By When/Frequency:

Before the start of the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and determine necessary updates to improve the effect of the plan.

Action Step #2

Ongoing PBIS training will be provided to committee members who will share the strategies with their colleagues.

Person Monitoring:

Lisa Sclafani (lisa.sclafani@stjohns.k12.fl.us)

By When/Frequency:

Throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and training needs to determine necessary updates to improve the effect of the plan.

Action Step #3

Create consistent behavioral expectations throughout school and train teachers.

Person Monitoring:

Jill Loughran (jill.loughran@stjohns.k12.fl.us)

By When/Frequency:

Before the start of school and throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and determine necessary updates to improve the effect of the plan.

Action Step #4

Meet monthly to review data. Make adjustments as needed. Review behavioral expectations at strategic points throughout the school year and conduct in-depth refreshers for students with behavioral challenges.

Person Monitoring:

Jacqueline Ottosen
(jacqueline.ottosen@stjohns.k12.fl.us)

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will meet monthly to review the data and determine necessary updates to improve the effect of the plan.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00