

St. Johns County School District

# Crookshank Elementary School



2018-19 School Improvement Plan

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## Crookshank Elementary School

1455 N WHITNEY ST, St Augustine, FL 32084

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

### School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The Mission of the St. Johns County School District is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

The Mission of John A. Crookshank Elementary School: Our professional learning community at John A. Crookshank Elementary School is dedicated to the development of students' academic, social, and emotional well-being. We will plan purposeful lessons and instruct standards using best practices, so all students are equipped with a growth mind-set and the skills necessary to address and overcome challenges they may face in their future.

#### Provide the school's vision statement

John A. Crookshank Elementary School faculty and staff members believe working together, we all succeed.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Marquez	Principal
Benoit, Bailey	Guidance Counselor
Cubero-Gonzalez, Yvette	Assistant Principal
Newbold, Laura	Instructional Coach
Rodgers, Angela	Assistant Principal
Marziani, Joanne	Other Psychologist

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: The principal ensures that all staff comply with the district-wide school site standards.

Principal and Assistant Principals: Provide a common vision for the use of data-based decision making, which ensures that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be

considered “at risk;” assist in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I Reading Teacher: Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation Tier I, Tier 2, and Tier 3 intervention plans.

School Counselor: Gives assistance to students with academic goals and social/personal development. Information is provided to parents about Rtl plans, referrals for next steps, and possible accommodations for documented diagnoses. The impact of family history and attendance are communicated with the MTSS Team.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Shared Decision Making: When decisions are to be made, the team will gather information and share view points at the regularly scheduled monthly meetings. View points shared by each leader reflect their colleagues they represent. Input will be respected by all members and dialogue regarding decision making will be held in a most considerate manner with a focus in overall school improvement. Attempts will be made to get unanimous agreement, however, when this is not possible, the team will collaborate to reach consensus.

## Early Warning Systems

### Year 2017-18

#### 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	
Attendance below 90 percent	14	16	21	13	11	17	0	0	0	0	0	0	0	92
One or more suspensions	0	4	16	15	12	12	0	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	0	3	4	4	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	15	28	36	0	0	0	0	0	0	0	79

#### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	3	4	5	12	13	0	0	0	0	0	0	0	37

#### 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	4	12	4	15	0	0	0	0	0	0	0	0	0	35
Retained Students: Previous Year(s)	0	1	2	1	3	4	0	0	0	0	0	0	0	11

**Date this data was collected**

Monday 7/23/2018

**Year 2016-17 - As Reported**

**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	
Attendance below 90 percent	11	15	16	13	13	16	0	0	0	0	0	0	0	84
One or more suspensions	0	4	8	4	1	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	5	3	11	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	22	14	40	0	0	0	0	0	0	0	76

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	4	9	4	19	0	0	0	0	0	0	0	36

**Year 2016-17 - Updated**

**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	
Attendance below 90 percent	11	15	16	13	13	16	0	0	0	0	0	0	0	84
One or more suspensions	0	4	8	4	1	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	5	3	11	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	22	14	40	0	0	0	0	0	0	0	76

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	4	9	4	19	0	0	0	0	0	0	0	36

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

According to 2018 FSA data, our lowest performing component was bottom quartile learning gains in the areas of reading and math. When compared to the previous two years (2016 and 2017), this is a trend.

**Which data component showed the greatest decline from prior year?**

According to 2018 FSA data, the greatest decline was in the area of bottom quartile learning gains in the area of math.

**Which data component had the biggest gap when compared to the state average?**

When compared to the state average the two data components with the biggest gaps are learning gains in math and overall bottom quartile learning gains.

**Which data component showed the most improvement? Is this a trend?**

The data component the showed the most improvement is learning gains in ELA. When compared to previous years this is not a trend. The two previous years (2016 and 2017), show that Math proficiency and Math learning gains were our most improved areas.

**Describe the actions or changes that led to the improvement in this area**

The following are actions and/or changes that led to the improvement in this area:

- Tracking data in grades third-fifth. Administration analyzed and tracked iREADY ELA data and met with teachers during PLC to analyze and discuss next steps for instruction and/or intervention.
- With the use of iREADY data, grade level teams grouped students based on similar needs and provided explicit instruction as part of intervention.
- In grades 4-5, teams grouped students based on writing needs. Teachers in these teams shared students to provide explicit instruction in the area of writing.
- Instructional Literacy Coach led PLCs and modeled writing lessons.
- Content Area Specialists Team (CAST) members in the area of ELA and writing, worked with teachers on unpacking state standards, teaching strategies, and pacing.

**School Data**

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	72%	56%	50%	74%	55%
ELA Learning Gains	54%	59%	55%	44%	64%	57%
ELA Lowest 25th Percentile	45%	50%	48%	37%	52%	52%
Math Achievement	57%	77%	62%	65%	75%	61%
Math Learning Gains	54%	67%	59%	66%	69%	61%
Math Lowest 25th Percentile	28%	58%	47%	49%	60%	51%
Science Achievement	49%	68%	55%	53%	69%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14 (11)	16 (15)	21 (16)	13 (13)	11 (13)	17 (16)	92 (84)
One or more suspensions	0 (0)	4 (4)	16 (8)	15 (4)	12 (1)	12 (9)	59 (26)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	3 (5)	4 (3)	4 (11)	11 (19)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (22)	28 (14)	36 (40)	79 (76)

#### Grade Level Data

**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
03	2018	45%	78%	-33%	57%	-12%
	2017	61%	80%	-19%	58%	3%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	47%	74%	-27%	56%	-9%
	2017	37%	74%	-37%	56%	-19%
Same Grade Comparison		10%				
Cohort Comparison		-14%				
05	2018	47%	73%	-26%	55%	-8%
	2017	50%	75%	-25%	53%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	80%	-29%	62%	-11%
	2017	56%	80%	-24%	62%	-6%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	58%	83%	-25%	62%	-4%
	2017	68%	82%	-14%	64%	4%
Same Grade Comparison		-10%				
Cohort Comparison		2%				
05	2018	57%	79%	-22%	61%	-4%
	2017	70%	80%	-10%	57%	13%
Same Grade Comparison		-13%				
Cohort Comparison		-11%				

#### Subgroup Data



2018 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 2016-17	C & C Accel 2016-17
WHT	54	55	46	61	56	26	59				
BLK	30	53	43	43	45	21	24				
HSP	62	46		59	58						
SWD	22	44	42	29	39	24	19				
FRL	41	52	45	49	47	24	44				

2017 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 2015-16	C & C Accel 2015-16
WHT	56	46	27	71	70	54	66				
BLK	31	36	41	49	60	45	4				
HSP	58	48		67	59	50	71				
MUL	55	60		82	70						
SWD	19	26	26	23	36	33	12				
FRL	44	40	29	57	62	45	43				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

<b>Activity #1</b>	
<b>Title</b>	Math Learning Gains
<b>Rationale</b>	According to 2018 FSA data, 54% of 3rd-5th grade students demonstrated learning gains and 28% of bottom quartile students made learning gains in Math.
<b>Intended Outcome</b>	In 2019, 100% students will demonstrate learning gains in Math.
<b>Point Person</b>	Marquez Jackson (marquez.jackson@stjohns.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Staff development on Professional Learning Communities. Staff development on unpacking Florida Math standards. Staff development on common assessments, and using data to drive small group instruction. Staff development on tracking and using data to guide instruction and intervention.
<b>Person Responsible</b>	Laura Newbold (laura.newbold@stjohns.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Administration will monitor effectiveness by attending grade level PLCs, tracking student data, and tracking teacher observations and deliberate plan reflections. The Content Area Specialists Team (CAST) will monitor effectiveness by attending grade level PLCs and meeting with administration to continuously analyze teaching practices in the building. Throughout the school year, the administration will track iREADY Math data, with the 2019 Math FSA data being our final indicator.
<b>Person Responsible</b>	Marquez Jackson (marquez.jackson@stjohns.k12.fl.us)

## Activity #2

**Title** ELA Learning Gains

**Rationale** According to 2018 FSA data, 54% of 3rd-5th grade students at John A. Crookshank demonstrated learning gains in ELA and 45% of bottom quartile students made learning gains in ELA.

**Intended Outcome** In 2019, 100% of students will demonstrate learning gains in ELA.

**Point Person** Marquez Jackson (marquez.jackson@stjohns.k12.fl.us)

### Action Step

**Description** Staff development on Professional Learning Communities.  
Staff development on unpacking Florida ELA standards.  
Staff development on common assessments, and using data to drive small group instruction.  
Staff development on tracking and using data to guide instruction and intervention.

**Person Responsible** Laura Newbold (laura.newbold@stjohns.k12.fl.us)

### Plan to Monitor Effectiveness

**Description** Administration will monitor effectiveness by attending grade level PLCs, tracking student data, and tracking teacher observations and deliberate plan reflections.  
The Content Area Specialists Team (CAST) will monitor effectiveness by attending grade level PLCs and meeting with administration to continuously analyze teaching practices in the building.  
Throughout the school year, the administration will track iREADY ELA data, with the 2019 ELA FSA data being our final indicator.

**Person Responsible** Marquez Jackson (marquez.jackson@stjohns.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

See Title I Parent Involvement Plan uploaded to FLDOE website.

#### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

As AVID school students, Crookshank children are taught to set goals, be responsible, be creative, resolve conflicts and appreciate diverse cultures. AVID, as integrated with the SJCS D CHARACTER COUNTS! program, equips students with the self-confidence and skills they need to thrive in the 21st-century. Administrators and teachers monitor the social-emotional needs of all students on a daily basis. John A. Crookshank works closely with the Department of Children and Families and the St. Johns County Sheriff to identify and assist troubled students and families. Students who demonstrate negative behavior are monitored using the MTSS/RtI process. Data is collected to illustrate an increase in desired behaviors and a decrease in undesirable behaviors as indicators of the success of the intervention. Parents are involved each step of the way. Classroom teachers are in regular contact with parents so they know what interventions are implemented and what the student's rate of progress is on a weekly basis. In addition to the MTSS team, John A. Crookshank's Threat Assessment Team meets regularly to discuss students in crisis. Crookshank's school guidance counselor conducts individual and small group counseling sessions, counsels students and parents who have difficulty with tardiness or absenteeism, and provides teachers with suggestions for effective classroom management. Big Brothers and Big Sisters of St. Johns County mentors at-risk students and Anastasia Baptist Church partners with Crookshank to provide assistance to needy families and a weekly "Good News Club" that occurs after school hours.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

John A. Crookshank participates in Voluntary Pre-K (VPK) and Head Start programming. Students are exposed to pre-school curriculum in an effort to improve readiness and transition to the formal K-12 learning environment. At the end of the school year, John A. Crookshank fifth grade students visit RJ Murray Middle School and/or Sebastian Middle School to aide in the transition to middle school. Fifth grade students also have the opportunity to interview for the AVID programs in their zoned middle school.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The John A. Crookshank Elementary MTSS process has been developed to review, monitor and coordinated Tier 1, 2 and 3 implementation on campus through a weekly core and grade level team format. MTSS meetings occur every Tuesday. At the meetings, teachers alongside our administration, Title 1 Reading Teacher, K-2 Reading Interventionist, guidance counselor, and school psychologist review data and case work on a 6 week cycle for plan implementation. In addition, grade level teams meet on a WOW Wednesday rotation. Professional Learning Communities are immersed in data discussions based on formative assessments and targeted staff development. Goals are set and reviewed and Early Warning Statistics are reviewed as part of determining effectiveness of interventions and prior decision making. Based on prior performance data, staffing and resource allocation is targeted towards the implementation of school goals, teacher support systems, and student services.

Title I, Part A - John A. Crookshank Elementary is a Title I school-wide model due to the 70% poverty rate as measured by the free and reduced lunch population. This federal program is coordinated under the direction of district Title I administration. All compliance measures are implemented and documented through the Title I Work Papers and the St. Johns County School District County Administration. Crookshank Elementary is a Level 1 AVID School. John A Crookshank Elementary school also has a local partnership with the St. Johns County Public Libraries to provide books and resources to students after school and during the summer with the "Bookmobile" project.

Title I, Part C - Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. These services are provided and monitored by SJCSF Federal Programs in conjunction with CES guidance and administration.

Title II funds will support the delivery of Professional Development for the 2017-2018 school year.

Title III services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Head Start and VPK Programs - CES hosts one of four District Head Start early childhood transition programs. With six instructional houses serving approximately 110-school-aged students, Head Start services provide transitional services for our most needy students and families. In addition to classroom instruction, Head Start staff provides parental involvement through monthly events that assist in family inclusionary services with the community. Head Start also participates with the Pre-K clinic in early identification of students' difficulties in such a way that there is sufficient information on which to base effective assistance. This important initiative has been designed to give all of Crookshank's future students a "head start" before they participate in the K-12 learning continuum.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Classrooms throughout our school feature a "College Corner". These visual aides promote college possibilities that are available to our students. Various AVID bulletin boards, field studies, and discussions familiarize students to secondary educational opportunities.