# Crown Point Elementary School



## 2019-20 Schoolwide Improvement Plan

## Table of Contents

# Crown Point Elementary School

### 3800 CROWN POINT RD, Jacksonville, FL 32257

### http://www.duvalschools.org/crownpoint

## Demographics

## Principal: Brett Hartley

Start Date for this Principal: 6/1/2016

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 80% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (55%)<br>2017-18: B (56%)<br>2016-17: B (54%)<br>2015-16: B (56%)<br>2014-15: B (58%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |

| ESSA Status | TS&I |
|---|---|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

# Table of Contents

# Crown Point Elementary School

## 3800 CROWN POINT RD, Jacksonville, FL 32257

### http://www.duvalschools.org/crownpoint

## School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 84% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 59% |

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | B | B | B | B |

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## SIP Authority

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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.**

We live to learn and love to lead. We are CPE!

**Provide the school's vision statement.**

We are a community of rising leaders who foster learning through an engaging, safe, and nurturing environment.

## School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| Hartley, Brett | Principal | Principal Brett Hartley leads instruction, school improvement, school safety, and provides management of all school functions. He leads observations, evaluations, professional development and data reviews. Mr. Hartley works with PTA, SAC, Shared Decision Making, and the Lighthouse Team. Mr. Hartley oversees the math leadership team and leads common planning for K-5 mathematics and science. |
| Sanders, Yolanda | Assistant Principal | Assistant Principal Yolanda Sanders coordinates student scheduling, serves as textbook manager, and compiles data through Performance Matters. She leads discipline and parent relations for grades 3-5. She conducts focus walks and observations, and provides professional development and coaching to teachers. |
| White, Robyn | Assistant Principal | Assistant Principal Robyn White coordinates testing, computer-based instruction programs and compiles data from Performance Matters. She leads discipline and parent relations for K-2. Ms. White oversees faith-based and business partnerships and assists with our SAC committee. She conducts focus walks and observations, and provides professional development and coaching to teachers. She leads common planning with ELA for K-5. |
| Repper, Amanda | Instructional Coach | Provide targeted support for teachers and students in the area of reading |
| Driver, Dana | Instructional Coach | Provide targeted support for teachers and students in the area of math |
| Olivares, Nicolas | Instructional Coach | Provide targeted support for teachers and students in the area of science |

## Early Warning Systems

### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 135 | 143 | 147 | 139 | 142 | 158 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 864 |
| Attendance below 90 percent | 0 | 41 | 37 | 36 | 30 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 175 |
| One or more suspensions | 0 | 1 | 1 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA or Math | 0 | 5 | 3 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 4 | 38 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 1 | 3 | 7 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 1 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

**FTE units allocated to school (total number of teacher units)**

42

**Date this data was collected or last updated**

Tuesday 8/27/2019

## Prior Year - As Reported

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

| Indicator | Grade Level | Total |
|---|---|---|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | Total |
|---|---|---|
| Students with two or more indicators | | |

## Prior Year - 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 | 47 | 48 | 35 | 40 | 29 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 230 |
| One or more suspensions | 4 | 3 | 2 | 9 | 10 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Course failure in ELA or Math | 10 | 5 | 8 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on statewide assessment | 140 | 59 | 39 | 90 | 62 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 462 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 20 | 52 | 34 | 60 | 42 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 255 |

## Part II: Needs Assessment/Analysis

**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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 52% | 50% | 57% | 55% | 49% | 55% |
| ELA Learning Gains | 56% | 56% | 58% | 53% | 56% | 57% |
| ELA Lowest 25th Percentile | 49% | 50% | 53% | 47% | 54% | 52% |
| Math Achievement | 64% | 62% | 63% | 68% | 62% | 61% |
| Math Learning Gains | 64% | 63% | 62% | 58% | 63% | 61% |
| Math Lowest 25th Percentile | 49% | 52% | 51% | 38% | 54% | 51% |
| Science Achievement | 54% | 48% | 53% | 61% | 50% | 51% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | |
|---|---|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 135 (0) | 143 (0) | 147 (0) | 139 (0) | 142 (0) | 158 (0) | 864 (0) |
| Attendance below 90 percent | 0 () | 41 () | 37 () | 36 () | 30 () | 31 () | 175 (0) |
| One or more suspensions | 0 () | 1 (0) | 1 (0) | 4 (0) | 5 (0) | 0 (0) | 11 (0) |
| Course failure in ELA or Math | 0 () | 5 (0) | 3 (0) | 4 (0) | 2 (0) | 2 (0) | 16 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 4 (0) | 38 (0) | 41 (0) | 83 (0) |

**Grade Level Data**
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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 |
| 03 | 2019 | 52% | 51% | 1% | 58% | -6% |
| | 2018 | 43% | 50% | -7% | 57% | -14% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 54% | 52% | 2% | 58% | -4% |
| | 2018 | 55% | 49% | 6% | 56% | -1% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 11% | | | | |
| 05 | 2019 | 40% | 50% | -10% | 56% | -16% |
| | 2018 | 58% | 51% | 7% | 55% | 3% |
| Same Grade Comparison | | -18% | | | | |
| Cohort Comparison | | -15% | | | | |

| MATH | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 58% | 61% | -3% | 62% | -4% |
| | 2018 | 56% | 59% | -3% | 62% | -6% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 66% | 64% | 2% | 64% | 2% |
| | 2018 | 61% | 60% | 1% | 62% | -1% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 10% | | | | |
| 05 | 2019 | 54% | 57% | -3% | 60% | -6% |
| | 2018 | 65% | 61% | 4% | 61% | 4% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | -7% | | | | |

| SCIENCE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 48% | 49% | -1% | 53% | -5% |
| | 2018 | 68% | 56% | 12% | 55% | 13% |
| Same Grade Comparison | | -20% | | | | |
| Cohort Comparison | | | | | | |

## Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 13 | 27 | 25 | 27 | 43 | 47 | 13 | | | | |

### 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ELL | 25 | 65 | 71 | 42 | 75 | 69 | 7 | | | | |
| ASN | 62 | | | 100 | | | | | | | |
| BLK | 45 | 47 | 36 | 51 | 55 | 36 | 48 | | | | |
| HSP | 37 | 55 | 67 | 53 | 68 | 63 | 40 | | | | |
| MUL | 52 | 50 | | 58 | 65 | | | | | | |
| WHT | 63 | 62 | 42 | 75 | 66 | 43 | 69 | | | | |
| FRL | 43 | 52 | 44 | 53 | 62 | 51 | 47 | | | | |

### 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 12 | 23 | 29 | 29 | 42 | 43 | 30 | | | | |
| ELL | 24 | 52 | 53 | 49 | 58 | 59 | 50 | | | | |
| ASN | 80 | | | 100 | | | | | | | |
| BLK | 48 | 46 | 40 | 52 | 58 | 61 | 62 | | | | |
| HSP | 47 | 62 | 47 | 62 | 61 | 60 | 76 | | | | |
| MUL | 55 | 61 | | 71 | 50 | | 82 | | | | |
| WHT | 61 | 59 | 38 | 68 | 50 | 24 | 73 | | | | |
| FRL | 48 | 57 | 46 | 57 | 52 | 41 | 68 | | | | |

### 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 24 | 29 | 27 | 37 | 48 | 39 | 33 | | | | |
| ELL | 27 | 44 | 59 | 42 | 47 | 38 | 21 | | | | |
| ASN | 92 | | | 100 | | | | | | | |
| BLK | 41 | 52 | 48 | 58 | 53 | 35 | 40 | | | | |
| HSP | 47 | 57 | 52 | 61 | 50 | 35 | 44 | | | | |
| MUL | 59 | 44 | | 70 | 65 | | | | | | |
| WHT | 61 | 51 | 48 | 73 | 61 | 46 | 73 | | | | |
| FRL | 47 | 52 | 45 | 60 | 55 | 40 | 61 | | | | |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 75 |
| Total Points Earned for the Federal Index | 463 |

| ESSA Federal Index | |
| --- | --- |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
| --- | --- |

| Students With Disabilities | |
| --- | --- |
| Federal Index - Students With Disabilities | 28 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
| --- | --- |
| Federal Index - English Language Learners | 54 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
| --- | --- |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
| --- | --- |
| Federal Index - Asian Students | 81 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
| --- | --- |
| Federal Index - Black/African American Students | 45 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
| --- | --- |
| Federal Index - Hispanic Students | 57 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
| --- | --- |
| Federal Index - Multiracial Students | 56 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |

| Multiracial Students | |
|---|---|
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| **White Students** | |
| Federal Index - White Students | 60 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 data component with the lowest performance were students in the lowest 25th percentile for both ELA and Math at 49%. A factor contributing to this was that the majority of these students were also a SWD and/or ELL.

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

The component with the greatest decline from the prior year was 5th grade ELA achievement. Of the 3 teachers for this content, two were on maternity leave beginning in March through the end of the year. The third teacher was a first year teacher.

**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 component with the greatest gap when compared to the state average was achievement of the SWD subgroup at 28%. Many of these students are working well below grade level and need additional interventions and supports to close learning gaps. Of the teachers support SWD, two are novice teachers with less than two years experience.

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

The data component with the most improvement was 4th grade impeachment for the cohort. These students increased 11%.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance

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

1. Achievement for SWD
2. Student Achievement
3. Attendance
4. Learning Gains

# Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | Achievement of SWD |
| **Rationale** | Over the past two years, students in the SWD sub-group have performed below 32%. The percentage of students achieving at a Level 1 is greater than both the district and state average. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | ELA Achievement SWD- 45%<br>Math Achievement SWD- 45% |
| **Person responsible for monitoring outcome** | Brett Hartley (hartleyb@duvalschools.org) |
| **Evidence-based Strategy** | If instruction is planned and differentiated to meet both student needs and the expectation of the standards, then student achievement will increase. |
| **Rationale for Evidence-based Strategy** | With multiple years of low performance, student achievement gaps have increased. Students will need support and targeted instruction with accessing grade level content as well as instruction at the independent level to accelerate learning and close achievement gaps. |

| Action Step | |
|---|---|
| **Description** | 1. Mentoring and job embedded coaching in high-impact strategies in the content areas for novice ESE teachers by the instructional coaches Math and Science to support students in accessing grade level content<br>2. Support from a Reading Interventionist to build proficiency in reading<br>3. Administration directing the creation and monitoring of support schedules that maximize the time of ESE teachers to provide needed support to students with classroom instruction<br>4. Implementation of differentiated programs for both Reading (Reading Mastery/ Phonics for Reading) and Math (Acaletics) for remediation of skills and closing gaps in learning<br>5. Support with planning for core and small group instruction for classroom teachers by instructional coaches and administration<br>6. Monitoring of student blended learning and classroom assessment data weekly by classroom teacher, reading interventionist, instructional coaches, and administration<br>7. Monitoring and feedback for both ESE and classroom teachers on observation of instructional practices that support SWD<br>8. Priority of scheduling for tutoring support given to SWD |
| **Person Responsible** | Robyn White (whiter4@duvalschools.org) |

| #2 | |
|---|---|
| **Title** | Student Achievement |
| **Rationale** | Historical data for both achievement and learning gains show periods of growth followed by dips in all seven school grade components. There is a need to create sustainable growth in all areas that will lead to continued increases in achievements as well as learning gains. |
| **State the measurable outcome the school plans to achieve** | FSA ELA Reading Proficiency: 57%<br>FSA ELA Reading Gains: 60%<br>FSA ELA Reading BQ Gains: 55%<br>FSA Math Proficiency: 68%<br>FSA Math Gains: 67%<br>FSA Math BQ Gains: 55%<br>SSA Science Proficiency: 72% |
| **Person responsible for monitoring outcome** | Brett Hartley (hartleyb@duvalschools.org) |
| **Evidence-based Strategy** | If instruction is planned and differentiated to meet both student needs and the expectation of the standards, then student achievement will increase. |
| **Rationale for Evidence-based Strategy** | With multiple years of inconsistent growth, students will need support and targeted instruction with accessing grade level content as well as instruction at the independent level to accelerate learning and close achievement gaps. |

| Action Step | |
|---|---|
| **Description** | 1. Mentoring and job embedded coaching in high-impact strategies in the content areas for teachers by the instructional coaches for Math and Science to support students in mastering grade level standards<br>2. Support for students by Reading Interventionist in building proficiency in reading<br>2. Implementation of differentiated programs for both Reading (Reading Mastery/ Phonics for Reading) and Math (Acaletics) for remediation of skills and closing gaps in learning<br>3. Support with planning for core and small group instruction for classroom teachers by instructional coaches and administration<br>4. Monitoring of student blended learning and classroom assessment data weekly by classroom teacher, reading interventionist, instructional coaches, and administration<br>5. Monitoring and feedback for teachers on observation of instructional practices that support students with accessing grade level standards for mastery<br>6. Student support in classrooms for mastery of grade level standards provided by a general education paraprofessional |
| **Person Responsible** | Robyn White (whiter4@duvalschools.org) |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

School climate and culture will be addressed through the full implementation of The Leader in Me program including the 7 Habits of Highly Effective People. This will include an initial training on Leveraging Leadership and Creating Culture for all faculty during pre-planning. Training will be

implemented in all classrooms across the school year and will remain the central focus to all planning of school and community events. In addition to increase family and community engagement, training will occur and strategies will be implemented to teach and encourage the use of the 7 Habits for families and increase the connection of school and home.

## 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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.**

The Leader in Me program will build student leadership and accountability that will apply to their life both at school and at home. Parent involvement events will be planned and implemented using the training received this year in how to implement the strategies both at school and at home. Parents will receive support in partnering with their child to reach their individually set goals and achieve success.

Partnerships with both faith-based and business partners will continue to be built and utilized to support the school community. Currently, four faith-based partners have been established and their efforts are being coordinated through quarterly meetings with representatives present from each in order to best utilize the abilities and talents each can provide to impact the school. Business partnerships are being built and established in order to meet needs for program implementation and to build community awareness of services to support families.

**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.**

The Leader in me program addresses through the daily implementation of the 7 habit of Highly Effective Peoples as well as weekly leadership lessons the social-emotional needs of students. In addition, school counselors schedule small groups of students with similar needs for instruction and support as well as provide bi-weekly lessons in classrooms using Sanford-Harmony resources. The school mental health counselor meets with students targeted for individual support on campus three days each week.

In building mentoring relationships, one faith based partner provides weekly mentoring and activities for targeted students residing in the apartment community adjacent to the school. These weekly volunteers provide encouragement and mentoring support, as well as connect students with community partners to encourage personal growth and development.

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

For incoming students, partnerships have been established with area day cares and Pre-K programs to provide information as well as scheduled field trips and tours for students and families to view kindergarten classrooms and see them in action. For outgoing cohorts of students, a field trip is scheduled through the school counselors at the feeder middle school for students to schedule a field trip

to visit. During the visit, students are able to view the campus, meet teachers and students, and learn about course offerings at the 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.**

School achievement data is used in order to align resources to target areas of need. In order to increase capacity of teachers in the content areas, Instructional Coaches for Math and Science will be used to provide job-embedded support as well as work with targeted students. A Reading Interventionist will support students with targeted skills to build reading proficiency. Acaletics is curriculum material for math remediation and development of skills and will be purchased to be utilized by classroom teachers to support instruction. Planning for instruction will occur weekly with both instructional coaches and administration to monitor and support instruction and student achievement as well as quarterly meeting to discuss and action plan around student data. A general education paraprofessional will be used to support classroom instruction.

The Leader in Me program is also being implemented to increase the social-emotional development of students in order to increase academic achievement. Training and instructional materials from the Franklin Covey company are being purchased and utilized by all faculty and staff daily to support all students. After initial training during pre-planning, teachers are all assigned to Action Teams in order to fully implement the program. A leadership team, the Lighthouse Committee, has been established with representation for each teacher action team. These teams meet monthly to discuss current initiatives and plan for upcoming tasks and events. Administration meets with teams and supervises as well as supports plans to ensure all are pointing to the school mission and vision as well as are working towards achieving set goals for achievement.

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

The school as apart of Leader in Me will increase community awareness as well as serve as a catalyst to build partnerships. Through the establishment of student clubs, all students will be able to engage in an activity of choice led by a teacher as well as community and business partners. Students will be able to explore interests that include jobs and occupations as well as learn about the education requirements for each. Clubs will engage in service projects top serve the school and greater community.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: Achievement of SWD | $0.00 |
|---|--------|-------------------------------------|-------|
| 2 | III.A. | Areas of Focus: Student Achievement | $0.00 |
| | | Total: | $0.00 |