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Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

<http://www.duvalschools.org/cse>

Demographics

Principal: Todd Simpson

Start Date for this Principal: 7/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (54%) 2016-17: C (52%) 2015-16: C (42%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>63%</p>

School Grades History

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

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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.

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

To inspire and prepare students for success in college or a career, and life.

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
Simpson, Todd	Principal	<ul style="list-style-type: none"> - Manage Resources, which align to positive student outcomes - Develop high performing teachers, while implementing an effective Retention Plan - Develop High Performing Goals for Improvement - Implement instruction as the Learning Leader, as to improve tchr development, which impacts student achievement.
Bell, Melissa	Assistant Principal	<ul style="list-style-type: none"> - Manage Resources, which align to positive student outcomes - Develop high performing teachers, while implementing an effective Retention Plan - Develop High Performing Goals for Improvement - Implement instruction as the Learning Leader, as to improve tchr development, which impacts student achievement.
Bunker, Jill	Assistant Principal	<ul style="list-style-type: none"> - Manage Resources, which align to positive student outcomes - Develop high performing teachers, while implementing an effective Retention Plan - Develop High Performing Goals for Improvement - Implement instruction as the Learning Leader, as to improve tchr development, which impacts student achievement.
Tomlinson, Kimberly	Instructional Technology	<ul style="list-style-type: none"> - Conducts i-Ready and Achieve 3000 testing for the entire school - Analyzes and Disaggregates Data for admin, grade levels and individual teachers, as to drive instructional decisions - Teaches informational technology to students on a rotating schedule, as to make them fully aware of the technology within our school building. In doing this, the teachers know how to integrate more technology effectively because of the students' skill set - She is the school's media liaison with the district, as she has developed and set-up a Facebook Page, Twitter Account, and she assists the school's Webmaster in updating and developing our school's website, so it can be used effectively.
Gray, Lesli	Teacher, ESE	<ul style="list-style-type: none"> - Oversight of the entire school's ESE program - As the ESE Lead and Liaison, she runs all MRT meetings - Develops ESE small group plans for improvement with Regular Ed teachers - She analyzes and disaggregates data for the ESE Dept and develops plans for improvement

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	148	147	176	196	170	175	0	0	0	0	0	0	0	1012
Attendance below 90 percent	59	48	42	36	49	30	0	0	0	0	0	0	0	264
One or more suspensions	3	5	7	11	12	15	0	0	0	0	0	0	0	53
Course failure in ELA or Math	2	1	1	2	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	32	81	78	92	99	100	0	0	0	0	0	0	0	482

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	24	47	50	51	66	67	0	0	0	0	0	0	0	305

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	32	66	69	257	38	16	0	0	0	0	0	0	0	478
Students retained two or more times	53	82	115	137	199	199	0	0	0	0	0	0	0	785

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

75

Date this data was collected or last updated

Wednesday 7/24/2019

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	70	53	55	47	54	47	0	0	0	0	0	0	0	326
One or more suspensions	3	6	4	8	7	22	0	0	0	0	0	0	0	50
Course failure in ELA or Math	10	23	18	27	1	0	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	70	120	133	142	141	142	0	0	0	0	0	0	0	748

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	36	55	60	66	62	65	0	0	0	0	0	0	0	344

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	50%	50%	57%	46%	49%	55%
ELA Learning Gains	55%	56%	58%	53%	56%	57%
ELA Lowest 25th Percentile	47%	50%	53%	52%	54%	52%
Math Achievement	67%	62%	63%	62%	62%	61%
Math Learning Gains	63%	63%	62%	56%	63%	61%
Math Lowest 25th Percentile	40%	52%	51%	42%	54%	51%
Science Achievement	53%	48%	53%	52%	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	148 (0)	147 (0)	176 (0)	196 (0)	170 (0)	175 (0)	1012 (0)
Attendance below 90 percent	59 ()	48 ()	42 ()	36 ()	49 ()	30 ()	264 (0)
One or more suspensions	3 ()	5 (0)	7 (0)	11 (0)	12 (0)	15 (0)	53 (0)
Course failure in ELA or Math	2 ()	1 (0)	1 (0)	2 (0)	0 (0)	0 (0)	6 (0)
Level 1 on statewide assessment	32 ()	81 (0)	78 (0)	92 (0)	99 (0)	100 (0)	482 (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	53%	51%	2%	58%	-5%
	2018	48%	50%	-2%	57%	-9%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	41%	52%	-11%	58%	-17%
	2018	47%	49%	-2%	56%	-9%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				
05	2019	46%	50%	-4%	56%	-10%
	2018	46%	51%	-5%	55%	-9%
Same Grade Comparison		0%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	61%	13%	62%	12%
	2018	70%	59%	11%	62%	8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	62%	64%	-2%	64%	-2%
	2018	58%	60%	-2%	62%	-4%
Same Grade Comparison		4%				
Cohort Comparison		-8%				
05	2019	58%	57%	1%	60%	-2%
	2018	58%	61%	-3%	61%	-3%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	49%	1%	53%	-3%
	2018	57%	56%	1%	55%	2%
Same Grade Comparison		-7%				
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 2017-18
SWD	40	58	41	47	62	45	39				

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	21	46	46	69	68		60				
ASN	64	59		100	82						
BLK	42	47	41	57	58	47	36				
HSP	33	57	50	66	63	31	63				
MUL	48	50		68	77						
WHT	62	63	57	73	63	25	66				
FRL	45	57	50	64	61	36	53				
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	32	44	44	39	60	52	47				
ELL	31	47	50	69	74						
ASN	80	85		95	77						
BLK	36	42	43	52	57	47	46				
HSP	34	51	50	58	60	60	56				
MUL	52	68		62	71		70				
WHT	63	55	35	73	58	56	75				
FRL	46	52	48	61	61	55	60				
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	18	51	50	36	41	28	35				
ELL	22	40	45	50	35						
ASN	62	64		81	36						
BLK	41	44	50	56	50	45	43				
HSP	38	56	46	55	64	67	52				
MUL	40	43		60	50						
WHT	53	58	62	68	60	34	61				
FRL	41	53	54	59	55	37	48				

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)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	441

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	71
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	47
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	54
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	61
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	58
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	53
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.

We have really struggled in the area of ELA at all grade levels. The trend data indicates that this component of our overall data increases or decreases yearly by 1 - 3 percentage points - no consistency or sustainability of student performance or we flatline at 50 - 52% overall for all subgroup performance. One major contributing factor is that too many students are reading below grade level expectations, which negatively impacts them on a test in which most of the questions are written at or above grade level. Our children have difficulty simply decoding words - unable in many cases to utilize simple decoding strategies to attempt reading the words. Comprehension, Fluency, etc....., all of those major components of reading are not utilized during the reading process, hence flatlined or decreased scores at every grade level. Surprisingly, 3rd grade increased this year, which has not been the trend, which leads us questioning WHY - root cause analysis because of their performance, which is somewhat of an anomaly for the past several years. We do believe that the implementation of RMSE and intentional, strategic grouping will develop STRONGER readers in grades KG - 2nd, which will positively impact our 3rd - 5th grade ELA classes.

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

The greatest decline is the same as the greatest gap listed in section C - the Math LPQ's, focusing on all subgroups to make improvement, to increase student performance. Intentional and Strategic plans must be implemented at every grade level. 3rd grade improved the greatest, but 4th and 5th either

remained stagnant or went down, so we must understand the points needed to improve - moving buckets and/or the higher performing students must either increase proficiency levels or increase total number of scale score points within levels 3 and 4.

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 greatest gap or difference when analyzing our data focuses on the Math LPQ's. The Math LPQ's decreased the most, and our school's data lags behind both district and state data. When developing FCIM plans this year, we must be more INTENTIONAL and STRATEGIC when moving this group of students, to outpace the district and the state. Our plans must be laser focused and the resources we utilize must be on point to not only capture needed points in this area, but to improve student performance within every subgroup, especially Caucasian, SWD's and Blacks.

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

The most improvement was minimal at best, as we improved 4 percentage points in the area of ELA Gains and Math Achievement. Improvement, yes, but far from reaching our goals, as there are still major gaps between the subgroups. We do attribute the increase in these two areas to the following: strategic planning and implementation of an FCIM Calendar, Consistent Monitoring and an increased FOCUS on the LPQ's - not necessarily meeting proficiency, but improvement from last year.

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

The two major areas of concern are the Math LPQ's - decreasing for most subgroups and this area has the greatest gap in terms of performance compared to the district and the state. The Caucasian subgroup, which leads in most categories of performance is the lowest of all subgroups in this area, even the ELLs and the SWDs outperformed this subgroup, The next area of concern is the ELA Achievement area - data has flatlined for the last few years, except a major push in the 3rd grade, so hopefully this group will perform well in the 4th grade. It is the only grade level that increased in performance, when generally it flatlines versus 4th and 5th. The overall ELA Achievement is tied with the district, but lower than the state, and the Gains and LPQ Gains are lower than the district and the state.

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

1. Math LPQ's - All Subgroups
2. ELA Achievement - All Subgroups
3. ELA Gains
4. ELA LPQ Gains
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Lowest Performing Quartile
Rationale	Math LPQ's were selected because this was the area with the greatest difference between district and state data. All subgroups in this area of Focus were below 50%, with Caucasians being the lowest of all subgroups, even lower than the SWD's and ELL's - very uncommon. This area/cell dropped 13% from the previous year, decreasing from 53% to 40% this school year.

State the measurable outcome the school plans to achieve	If we implement intentionally focused, strategic instructional plans based on current data points and utilize Acaletics in all 3 - 5 classrooms with fidelity, a new supplementary resource purchased by the county, then we will improve in this area from 40% to 50% on the FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Acaletics, supplementary to CORE Praraprofessionals Tutors from local college (Approximately 2 - 3 a semester) Math Coach Tutoring Math Supplemental Lesson Plans to implement Acaletics effectively Math Technology to be implemented during center rotations
Rationale for Evidence-based Strategy	We will use Title One funds to enhance and support this area for improvement. We will place paraprofessionals at each grade level to support small group instruction for students identified as LPQ's. The Math Coach will oversee the implementation of rigorous instruction during the CORE, and she will also oversee the implementation of our new Acaletics supplementary in grades 2 - 5. She will also provide Common Planning for teachers, to develop their skill set to deliver quality, intentional instruction to ALL leveled learners, especially the LPQ's. Tutoring will be offered during the school day and/or after school to assist with small group intensive instruction.

Action Step

Description	<ol style="list-style-type: none"> 1. Implement Acaletics, strategically placing students in leveled groups to receive instruction at least 30 minutes on a daily basis from instructors, with the most highest performing teacher teaching the largest group. 2. Select Paraprofessionals will be working with students on a daily basis during Center Time 3. The Math Coach will be overseeing all components of the Math Workshop, ensuring instruction is aligned to standards and teachers are implementing all phases with fidelity. She will provide classroom support and embed PD into Common Planning, to develop teacher skill set, which will improve student achievement. 4. After implementing quality instruction, monitor and provide support to teachers based on walkthroughs, informals and annual evaluations. 5. Implement an effective PD Plan within Common Planning sessions and Early Dismissal sessions to develop teacher skill set AND allow them time to collaborate, problem solve and develop effective centers to meet the needs of all leveled learners.
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Person Responsible Brittany Beyer (beyerb@duvalschools.org)

#2	
Title	ELA (Achievement, Gains and LPQ Gains)
Rationale	We selected this area as an overall Area of Focus, because our data has declined or remained stagnant/flatlined the last few years, and the trend continues. This year, our overall achievement was tied with the district, but was lower than the state. The Gains and LPQ Gains were lower than the district and the state.
State the measurable outcome the school plans to achieve	If we implement intentionally focused, strategic instructional plans based on current data points, utilize RMSE in our primary classrooms, and implement the new writing curricula in KG - 5 (Writing City and Write Score), then achievement will improve in ELA Achievement from 50% to 60%, ELA Gains from 55% to 65% and ELA LPQ Gains from 45% to 55% on the FSA.
Person responsible for monitoring outcome	Jill Bunker (bunkerj@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Reading Coach - Reading Interventionist - Para Pro's - RMSE, LLI Kits, Barton, etc... - Tutoring (AM/PM) - Media Specialist (50% from Title One)
Rationale for Evidence-based Strategy	The Reading Coach will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. She will also implement effective Common Planning sessions and PD sessions during Early Release. The Reading Interventionist will help with the implementation of RMSE in the primary grades, analyze and disaggregate data for students identified as Tier II and III students, then work with them in small, intensive groups utilizing LLI, Barton and other evidence-based supplementary materials. The Para Pro's will also use these materials, at the oversight of the Interventionists during center time. Tutoring will be provided to BUBBLE students during the AM and or PM beginning in January. We will be paying the other half of our media specialist's salary to ensure he supports every classroom at Crystal Springs on a two-week rotation. He advances our overall literacy by implementing quality literacy lessons supporting grade level ELA standards, and he also works with small groups that need literacy intervention.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement effective and strategic center plans using current data points, Exit Tickets during CORE and/or Teacher Observations according to the performance of ALL leveled learners. In these centers, teachers will be observed and supported using Job Embedded PD to develop teacher skill set and provide quality instruction to students. 2. Paraprofessionals and the Reading Interventionist will work with small, intensive groups using LLI, Barton, and/or RMSE, etc... with ALL leveled learners, as to move them forward in their learning. 3. The Reading Coach will be overseeing all components of the Readers' Workshop, ensuring instruction is aligned to standards and teachers are implementing all components with fidelity. She will provide classroom support and embed PD into Common Planning and Early Dismissal, to develop teacher skill set, which will improve overall student achievement for ALL leveled learners. 4. After implementing quality instruction, monitor and provide support to teachers based on

walkthroughs, informals and annual evaluations.

5. Implement an effective PD Plan within Common Planning sessions and Early Dismissal sessions to develop teacher skill set AND allow them time to collaborate, problem solve and develop effective centers to meet the needs of all leveled learners.

6. The Media Specialist will implement quality lessons that are aligned to grade level specific standards. He will implement intensive small groups for classroom leveled support after mid year testing, too.

Person Responsible Jill Bunker (bunkerj@duvalschools.org)

#3	
Title	Science Achievement
Rationale	We decreased in science from 60% to 53% this year on the Science FSA. Our trend data indicates that science has been inconsistent for the past few years - up and down, increase, decrease. We must implement a science program throughout KG - 5th, so there aren't as many holes to fill when the students reach 5th grade. This will be challenging in 5th, as we have lost our top 2 science teachers, so it is incumbent upon our leadership team to provide teachers the opportunity to develop their craft and content knowledge within and outside CSE. We must bring this work to scale in order to build capacity and sustainability at every grade level.

State the measurable outcome the school plans to achieve	If we implement strategically focused, intentional instructional plans based on current data points and utilize science technology within lessons in 3rd - 5th grade classrooms with fidelity, then we will improve in science from 53% to 60% on the 5th grade Science FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Generation Genius Science Technology Reading Interventionist Achieve 3000, Science Focus aligned to Stds being covered Science Investigations Materials for 5th grade Science Hands-On Field Trip Experience (Bush Gardens) Science materials from Curriculum Associates aligned to FI Standards
Rationale for Evidence-based Strategy	Implementing the science technology during science centers will allow students to view videos supporting standards presently being taught. The Reading Interventionist will utilize science leveled readers during small groups - focusing on non-fiction text with embedded standards being taught. The teachers can assign Achieve 3000 articles during centers which align to science standards being currently taught, and teachers can utilize Curriculum Associates material during AM or PM tutoring for small intensive groups.

Action Step

Description	<ol style="list-style-type: none"> 1. Implement effective and strategic center plans within the county's science framework using current data points, Exit Tickets during CORE and/or Teacher Observations according to the performance of ALL leveled learners. In these centers, teachers will be observed and supported using Job Embedded PD to develop teacher skill set and provide quality instruction to students. 2. Paraprofessionals and the teachers will work with small, intensive groups using non-fiction science leveled readers and the county's FCAT daily questions with ALL leveled learners, to move them forward in their learning. 3. The Math Coach will support teachers implement all components of the science Framework, ensuring instruction is aligned to standards and teachers are implementing all components with fidelity. She will provide classroom support and provide teachers learning opportunities outside the building, in which they can collaborate with High Performing Science educators, as to develop their skill set and increase their content knowledge. 4. Implement PD that is provided by the school and the district into Common Planning and Early Dismissal, as to develop teacher skill set and build background knowledge, which will improve overall student achievement for ALL leveled learners.
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5. After implementing quality instruction, monitor and provide support to teachers based on walkthroughs, informals and annual evaluations.
6. Implement an effective PD Plan within Common Planning sessions and Early Dismissal sessions to develop teacher skill set AND allow them time to collaborate, problem solve and develop effective centers to meet the needs of all leveled learners.
7. Hands-On Field Trip Experience for 5th grades studying habitats, animal skeletal systems, life cycles and adaptations, a reinforcement of the curricula taught (S.C.5.L.14.2, S.C.L.16.4 and S.C.5.L.17.1), and a hands-on experience in a learning setting outside the classroom to support student learning. The students will write about the experience, as well as take a pre and post assessment to determine if standards have been met for this portion of the overall unit.

Person Responsible Melissa Bell (bellm2@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).

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.

Our team has developed a Parent and Family Engagement Plan, which includes various AM and PM activities in order to increase parent involvement within the school, empower parents to help their children in the home setting and simply spend time with their students in a fun, engaging environment. We're looking to build connections between SCHOOL and HOME, and these activities will allow us to do this positively and proactively. We have also developed activities with our Faith Based Partner to connect our school with community stakeholders in which children are invited, also. We are learning that they must COME IN, and we must GO OUT, to build these community connections.

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.

We have two counselors at CSE that conduct whole group, small group and individual counseling classes. They also conduct classroom counseling on a weekly basis throughout the school, as we are implementing the Harmony Program in every classroom. We also partner with the Westside Full Service Resource Center through online referrals, and we also have a social worker who works with many students on a continual basis who have been identified as needing extra support. These are our fragile students that need a lot to be successful. Many of our students need in-house and outside counseling, and their families need community resource connections. Our Faith Based Partner, RISE Church,

provides many of our families with resources that minister to the WHOLE child - mentally, physically and spiritually. They host a back to school event every year, and they also host events throughout the year to support the ongoing success of EVERY student at CSE. This is very important to us, as our vision and mission impact every facet of our children's lives, and we continually strive to meet and exceed said vision and mission.

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

At CSE, we conduct orientations for incoming KG students. We have such a large school and it's very different from daycares and PRE-K students. We explain our instructional program and expectations to parents, and we also provide them little "cheat sheets" for registration and the first few days of Kindergarten as a means to make the transition as smooth as possible, for not only the student, but for the parent. We provide our outgoing 5th graders and their parents information via our newsletter and phone blasts about middle school transition and the surrounding schools offerings. We personally invite all of them to the School Choice Expo, and we walk with them and their parents to visit different middle schools in hopes that this will not only educate them about the school's program, but that it will also empower the parents to make the BEST selection for their student for the upcoming year.

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.

We conduct weekly leadership meetings in which we discuss our overall instructional program and its needs for overall improvement at all levels. After determining, we then allocate resources for improvement, i.e. PD, ancillary materials, continued observations with support, district level support, etc... At CSE, we are about the development of teachers, which will lead to increased student achievement at every grade level. Most of our resources (state and federal) are spent on HUMAN resources, because our school's demographics has changed and student performance indicates a need for more intentional, strategic, small group assistance. We will have supplementary programs implemented this year throughout KG - 5, which will develop better readers and mathematicians, so we won't have to fill as many instructional holes in 3rd - 5th grade. These resources and how these monies are spent are always shared with our school's SAC and SDM. These two committees/teams are focused on the continued improvement within our school building, so their input is very vital to our school's success, and SAC votes on the use of SIP funds for improvement, which must be aligned to our school's SIP. This year, we also extended our school's Common Planning time to 2 hour blocks, so our teachers can analyze and disaggregate data, develop lesson units and small, intensive group focused plans and provide PD for teacher development and improvement.

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

We have quarterly Career Days which align to our school's theme. In these sessions, we have a variety of speakers who educate our students on future professions and how they can contribute to making this a better world in which we live. We also inform our parents of the School Choice Expo, especially for outgoing 5th graders, so parents can select a middle school that will enhance their child's skill set, focusing them on specific programs in which they will pursue in college or the job place.