Columbia County School District

Five Points Elementary School

2020-21 Schoolwide Improvement Plan

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Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

http://fpe.columbiak12.com/

Demographics

Principal: Keen Brandi

Start Date for this Principal: 6/15/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (51%) 2016-17: C (47%) 2015-16: C (48%)
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 is pending approval by the Columbia County School Board.

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

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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 faculty and staff of Five Points Elementary strive to provide a safe learning environment that is child-centered, build esteem, and enhances the academic growth of all students. This is obtained through the positive involvement of students, parents, school staff, and the community. Together we can make each student a winner every day.

Provide the school's vision statement.

Five Points Elementary is a place of excellence where children can achieve full potential in their academic,
creative, personal, physical, moral and spiritual development. With the help of teachers, parents and the community we promote life-long learning through:

• Academic performance
• Individual growth
• Independent and cooperative work
• Critical thinking
• Responsibility
• Creativity
• Leadership
• Citizenship
• Sportsmanship

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Lashley, Tom	Principal	Mr. Lashley works to develop a plan for teaching and learning in the school alongside the teachers, students, and all stakeholders. Mr. Lashley monitors instructional programs and the progress students make throughout the school years for effectiveness and makes changes accordingly. Lastly, Mr. Lashley ensures that the learning environment at Five Points Elementary is a safe one where all students are free to learn at their highest potential.
Stone, Cherie	Other	Mrs. Stone works as the Curriculum Resource Teacher at Five Points Elementary. As a part of her duties, Mrs. Stone maintains resources for Parents to check out to use at home in the Parent Resource Room. Ms. Stone is also the school's Volunteer Coordinator and Title I Coordinator.
Staats, Pam	School Counselor	The guidance counselor coordinates with the leadership team and the district-based MTSS support personnel in order to schedule tier transition meetings and problem-solving meetings, as needed.
Cannon, Rex	Other	As the Behavior Resource Teacher, Mr. Cannon works with students and teachers to ensure that the learning environment is as free of disciplinary issues as possible. Mr. Cannon's work begins with relationship development, moves to problem-solving, management system development and data analysis.
Adkins, Meredith	Instructional Coach	The instructional coach is defined as working with individual teachers, small group of teachers or large groups of teachers. This includes preparation for coaching individual teachers or groups of teachers and the coaching cycle.

Demographic Information

Principal start date

Saturday 6/15/2019, Keen Brandi

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

36

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (51%) 2016-17: C (47%) 2015-16: C (48%)
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].	

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	75	66	64	67	53	63	0	0	0	0	0	0	0	388
Attendance below 90 percent	10	4	5	2	6	7	0	0	0	0	0	0	0	34
One or more suspensions	4	3	1	6	4	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	2	10	11	9	5	0	0	0	0	0	0	0	37
Course failure in Math	0	2	10	11	9	5	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	4	10	16	12	11	0	0	0	0	0	0	0	57

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	13	5	2	2	0	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 10/6/2020

Prior Year - 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	
Number of students enrolled	79	63	70	63	68	63	0	0	0	0	0	0	0	406
Attendance below 90 percent	15	13	12	11	10	12	0	0	0	0	0	0	0	73
One or more suspensions	0	0	2	2	4	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	6	5	8	7	4	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	12	19	19	0	0	0	0	0	0	0	50

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	4	4	9	6	0	0	0	0	0	0	0	24

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	15	2	9	7	5	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	3	4	9	6	0	0	0	0	0	0	0	22

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	
Number of students enrolled	79	63	70	63	68	63	0	0	0	0	0	0	0	406
Attendance below 90 percent	15	13	12	11	10	12	0	0	0	0	0	0	0	73
One or more suspensions	0	0	2	2	4	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	6	5	8	7	4	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	12	19	19	0	0	0	0	0	0	0	50

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	4	4	9	6	0	0	0	0	0	0	0	24

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	15	2	9	7	5	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	3	4	9	6	0	0	0	0	0	0	0	22

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	56%	60%	57%	42%	56%	55%
ELA Learning Gains	57%	60%	58%	48%	58%	57%
ELA Lowest 25th Percentile	58%	67%	53%	50%	55%	52%
Math Achievement	58%	66%	63%	48%	68%	61%
Math Learning Gains	46%	61%	62%	51%	66%	61%
Math Lowest 25th Percentile	45%	50%	51%	52%	62%	51%
Science Achievement	41%	55%	53%	40%	58%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	73%	68%	5%	58%	15%
	2018	51%	58%	-7%	57%	-6%
Same Grade Comparison		22%				
Cohort Comparison						
04	2019	45%	62%	-17%	58%	-13%
	2018	34%	56%	-22%	56%	-22%
Same Grade Comparison		11%				
Cohort Comparison		-6%				
05	2019	44%	59%	-15%	56%	-12%
	2018	36%	53%	-17%	55%	-19%
Same Grade Comparison		8%				
Cohort Comparison		10%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	74%	70%	4%	62%	12%
	2018	63%	66%	-3%	62%	1%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	55%	64%	-9%	64%	-9%
	2018	51%	67%	-16%	62%	-11%
Same Grade Comparison		4%				
Cohort Comparison		-8%				
05	2019	38%	65%	-27%	60%	-22%
	2018	41%	68%	-27%	61%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		-13%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	40%	59%	-19%	53%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	59%	-10%	55%	-6%
Same Grade Comparison	-9%					
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	40	58	55	31	33	38					
BLK	44	45	60	47	36	42	21				
MUL	83			58							
WHT	57	59	55	61	48	38	47				
FRL	52	55	59	54	47	43	33				
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	23	29	30	31	65						
BLK	37	36		50	56						
WHT	46	37	47	57	58	55	55				
FRL	45	40	52	57	62	66	56				
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	20	36	45	37	50	36	8				
BLK	33	24	18	42	54	64	9				
HSP	40	60		70	70						
MUL	31	70		8	27						
WHT	46	51	61	52	51	36	53				
FRL	37	48	52	46	54	56	38				

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	52
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	

ESSA Federal Index	
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Overall, the 5th grade performance was low across the board, with proficiencies in two classes below all others in the school. Fifth grade Florida Standards Science Assessment scores dropped 11 points to 40% and math overall growth was just above 40%.

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

Florida Standards Science Assessment scores for 5th grade dropped 11 percentage points to 40%. The factors included a move from departmentalization (because of new teachers in school) and the reconfiguration meant that one teacher was no longer in charge of science.

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 5th grade performance in all categories along with math growth overall in tested grades. The data showed that bottom quartile growth was more in line with state averages as well as proficiencies in grades 3 and 4. The reason for science delineated above and with the math overall growth was due to the bubble students did not achieve the growth in iReady (regular or stretch) that the bottom quartile did.

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

Overall, ELA improved across the board with particular gains in 3rd grade and 4th grade maintained. Growth in ELA improved with lower students and additions of components from sources other than the basal contributed, as did continuous improvement with iReady.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Too many children with more than 10% of the days absent as well as too many days lost to OSS and tardies. All of this causes loss of instructional time in classes and contributes to diminished growth and proficiency on state testing.

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

1. Improvement of 5th grade across the board.
2. Improvement of math growth overall in tested grades.
3. Focus on science in grades 3, 4, and 5 to correct losses in science scores on Florida Standards Science Assessment.
4. Improvement in attendance and tardies with EWS.
5. Improvement of phonics and vocabulary instruction in grades K-3.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Five Points Elementary will improve student achievement in the area of ELA by 10%. Although ELA had increase across the board, improvement is still needed phonics and vocabulary. Focus will be on the small group with differentiation with specific needs during small groups and/or interventions.
Measurable Outcome:	Five point will decrease the number of students who are proficient in ELA but did not show growth, by 10% through focusing on small group instruction, improved scheduling with intervention support staff, and consistent monitoring by grade level teachers and leadership.
Person responsible for monitoring outcome:	Tom Lashley (lashleyt@columbiak12.com)
Evidence-based Strategy:	Teachers will monitor iReady and other formative data and will adjust paths for students who are in the mid and upper tiers of performance.
Rationale for Evidence-based Strategy:	iReady data show that students are weak in phonics and vocabulary. Lack of consistent daily direct instruction in phonics along with the lack of knowledge with content specific vocabulary attributes to these weaknesses.

Action Steps to Implement

Provide web-based software (iReady and Accelerated Reader) that provides individualized instruction for every student in Reading.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide tutors that will provide additional intervention for student in grades 3-5 that will work with small groups or give one-on-one assistance targeting the low-performing and/or non-proficient student in Reading.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide a Curriculum Resource Teacher (CRT) that will work with teachers, paraprofessionals, and tutors to provide training in the use of curricular resources.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide supplemental materials such as LAFS and Scholastic News to support and increase understanding in ELA.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide paraprofessionals to expand the number and frequency of small group instruction.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide an Instructional Coach that will increase the effectiveness of all teachers by providing differentiated professional learning as well as providing high impact instructional strategies and data analysis, focusing on improving student performance.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide a Behavior Resource Teacher (BRT) that will implement a positive behavior support system for students to manage their behavior, provide social-emotional supports for students and parents, along with being a resource for classroom teachers in need of strengthening their classroom behavior plans.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Incorporate Four Week Coaching Cycle / Data PLC during grade level meetings each Thursday of the school year during teacher planning times.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Five Points Elementary will improve student achievement in the area of Math by 10%. The overall Math growth decreased for all tested grades. Approximately 60% of students who were proficient in grades 4 and 5, as well as 3rd grade retainees showed a decline in growth on FSA. Students remained proficient but did not show one or more points growth from the previous year. Therefore, upper-level instruction did not keep pace with the intervention for lower-level students.
Measurable Outcome:	Five point will decrease the number of students who are proficient in Math but did not show growth by 10% through focusing on small group instruction, improved scheduling with intervention support staff, and consistent monitoring by grade level teachers and leadership.
Person responsible for monitoring outcome:	Tom Lashley (lashleyt@columbiak12.com)
Evidence-based Strategy:	Teachers will monitor iReady and other formative data and will adjust paths for students who are in the mid and upper tiers of performance. Additionally, these student will have more work that focuses on math facts and fluency.
Rationale for Evidence-based Strategy:	iReady data shows that students are weak in multi-step problem solving due to low fluency and knowledge of multiplication/division facts along with other basic skills. The majority of students in the mid and upper tiers did not make stretch growth as measured by iReady and a significant portion did not exceed the standard growth expected during the year.

Action Steps to Implement

Provide web-based software (iReady) that provides individualized instruction for every student in math.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide a Curriculum Resource teacher (CRT) that will work with teachers, paraprofessionals, and tutors to provide training in the use of curricular resources.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide supplemental materials such as MAFS to support and increase understanding in Math.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide paraprofessionals to expand the number and frequency of small group instruction.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide an Instructional Coach that will increase the effectiveness of all teachers by providing differentiated professional learning as well as providing high impact instructional strategies and data analysis, focusing on improving student performance.

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

Provide a Behavior Resource Teacher (BRT) that will implement a positive behavior support system for students to management their behavior, provide social-emotional support to students and parents, along with being a resource for classroom teacher in need of strengthening their classroom behavior plan.

Person Responsible Tom Lashley (lashleyt@columbiak12.com)

Incorporate Four Week Coaching Cycle / Data PLC during grade level meetings each Thursday of the school year during teacher planning times.

Person Responsible Tom Lashley (lashleyt@columbiak12.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Five Points Elementary will improve student achievement in the area of Science by 10%. Science performance dropped 11 percentage points as measured by the 2018-2019 Grade 5 Statewide Science Assessment. The percentage fell from 51% to 40%. This was the third lowest in the district and the lowest in five years for the school.
Measurable Outcome:	By the end of the 2020-2021 school year, proficiency in Science will increase by 10% as compared to the 2018-2019 Florida Science Assessment through scheduling additional support and the use of Study Island in grades 3, 4, and 5.
Person responsible for monitoring outcome:	Tom Lashley (lashleyt@columbiak12.com)
Evidence-based Strategy:	Increase the use of Study Island in grades 3, 4, and 5. Use the results of Performance Matters Science progress monitoring assessment to target specific areas for remediation. Provide additional support staff in the intermediate grades during Science instruction for remediation in academic vocabulary and concepts.
Rationale for Evidence-based Strategy:	The problem is systemic and systematic in nature for Five Points The correct strategies will build performance, but it must be approached systematically and in a way that does not put the responsibility on only the 5th grade teachers.

Action Steps to Implement	
Provide web-based software (Study Island) that provides individualized instruction for students in science.	
Person Responsible	Tom Lashley (lashleyt@columbiak12.com)
Provide a Curriculum Resource Teacher (CRT) that will work with teachers, paraprofessionals, and tutors to provide training in the use of curriculum resources.	
Person Responsible	Tom Lashley (lashleyt@columbiak12.com)
Provide paraprofessionals to expand the number and frequency of small group instruction.	
Person Responsible	Tom Lashley (lashleyt@columbiak12.com)
Provide an Instructional Coach that will increase the effectiveness of all teachers by providing differentiated professional learning as well as providing high impact instructional strategies and data analysis, focusing on improving student performance.	
Person Responsible	Tom Lashley (lashleyt@columbiak12.com)
Provide a Behavior Resource Teacher (BRT) that will implement a positive behavior support system to manage their behavior, provide social-emotional support for students and parents, along with being a resource for classroom teachers in need of strengthening their classroom behavior plan.	
Person Responsible	Tom Lashley (lashleyt@columbiak12.com)
Incorporate Four Week Coaching Cycle / Data PLC during grade level meetings each Thursday of the school year during teacher planning times.	

Person Responsible	Tom Lashley (lashleyt@columbiak12.com)

#4. Other specifically relating to Parent and Family Engagement

Area of Focus Description and Rationale:	Focus on parent and family engagement activities by providing at least six activities to support families helping their children in the areas of Reading, Math, and Science.
	Parents are not familiar with grade level state standards and grade level expectations which hinders them from assisting their child at home.

Measurable Outcome:	By the end of the 2020-2021 school year, proficiency in ELA, Math, and Science will increase by 10% as compared to the 2018-2019 FSA results through the implementation of the Parent and Family Engagement Plan.
Person responsible for monitoring outcome:	Cherie Stone (stonec@columbiak12.com)
Evidence-based Strategy:	Parent Conference Nights will be held twice a year (fall and spring) for teachers to share all data (academic, behavior, and attendance) with parents, along with giving parents strategies and materials that will assist them in helping their child at home. Parent workshops in the areas of ELA, Math, and Science will also provide strategies and materials to parents to assist them at home. In addition, a Parent Resource Room will provide materials for parents to check-out and use at home to help their child academically. Step-Up Nights and Kindergarten Round-Up will be held at the end of the year to provide parents with the grade-level standards and expectations for their child's next school year.
Rationale for Evidence-based Strategy:	Parents lack the understanding of grade-level standards and grade-level expectations to effectively help their child at home. Parents Conference Nights and academic workshops will provide the understanding and support parents need to work with their children and assist them with improving academically by providing strategies, materials and websites. During Step-Up Nights and Kindergarten Round-Up, Summer Bridge Workbooks will be provided for parents to use to prevent the summer slide.

Action Steps to Implement

Provide a Curriculum Resources Teacher (CRT) that will assist with effective family engagement activities throughout the year as well as provide materials and support to a parent in supporting their child's academic needs.

Person Responsible	Cherie Stone (stonec@columbiak12.com)

Have at least two Math Nights during the school year to assist parents with strategies for Math Standards.

Person Responsible	Cherie Stone (stonec@columbiak12.com)

Incorporate PTO/Family Reading Nights/Talent Shows (by grade levels) on the same night each month to boost parent engagement.

Person Responsible	Cherie Stone (stonec@columbiak12.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1) Progress of Migrant students. Through our MTSS and ELL programs, Five Points Elementary will work to make sure all migrant students are making progress.
2) iReady will be emphasized and number of required minutes will be followed. A block of time is scheduled for all grade levels at the beginning of the day and paraprofessional support is scheduled assist with the this.
3) Continued use and development of formative assessments and data review during grade level meetings for the first semester.
4) Saxon Phonics will be monitored for effective delivery and to make sure it is being taught with fidelity.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Five Points Elementary prides itself on building positive relationships with parents, families, and community stakeholders with consistent communication. The school utilizes monthly newsletters to share upcoming events, Title I information, and tips for academic and social-emotional support. The newsletter is also shared on our social media sites where families are allowed to ask questions and provide feedback. School Messenger and the school website are other resources the school uses to communicate events.

Twice a year (fall and spring) a Parent Conference Night is scheduled for parents to meet individually with their child's teacher, discuss goals, and work to build positive relationships between the school and home. Parents are given strategies, resources, and assistance through the Parent Resource Room.

Five Points Elementary has established relationships with many community partners and parents through the School Advisory Council. All stakeholders can share in the development through feedback on the School-wide Improvement Plan, Parent and Family Engagement Plan, Parent-Teacher Compacts, budget decisions, and assist in planning school-wide events.

By taking the time to communicate with parents Five Points Elementary can serve our students, build capacity, and provide a safe learning environment that enhances the academic growth of all students.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$254,901.66
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	100-Salaries	0091 - Five Points Elementary School	Title, I Part A		$48,733.96
			Notes: Salaries & Benefits (Basic Instruction)			
	5100	100-Salaries	0091 - Five Points Elementary School	Title, I Part A		$3,712.80
			Notes: Tutor Salary			
	5100	220-Social Security	0091 - Five Points Elementary School	Title, I Part A		$284.03
			Notes: Tutor Social Security			
	5100	360-Rentals	0091 - Five Points Elementary School	Title, I Part A		$2,800.00
			Notes: Copier			
	5100	369-Technology-Related Rentals	0091 - Five Points Elementary School	Title, I Part A		$16,615.50
			Notes: Software Licenses			
	5100	510-Supplies	0091 - Five Points Elementary School	Title, I Part A		$4,770.00
			Notes: LAFS Workbooks			
	6300	100-Salaries	0091 - Five Points Elementary School	Title, I Part A		$144,137.18
			Notes: Salaries & Benefits (Curriculum & Instruction)			
	6400	100-Salaries	0091 - Five Points Elementary School	Title, I Part A		$17,443.50
			Notes: Salaries & Benefits (Instructional Coach)			
			0091 - Five Points Elementary School	Title V, Part B		$4,103.69
			Notes: Accelerated Reader			
			0091 - Five Points Elementary School	Title II		$11,058.00
			Notes: Kagan Professional Development			
			0091 - Five Points Elementary School	Title II		$1,243.00
			Notes: Data Days			
2	III.A.	Areas of Focus: Instructional Practice: Math				$1,022.09
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0091 - Five Points Elementary School	Title, I Part A		$1,022.09

			Notes: MAFS			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$834.26**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0091 - Five Points Elementary School	Title V, Part B		$834.26
			Notes: Study Island			
4	**III.A.**	**Areas of Focus: Other: Parent and Family Engagement**				**$9,945.19**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	100-Salaries	0091 - Five Points Elementary School	Title, I Part A		$7,230.94
			Notes: Salaries & Benefits (Parent Involvement)			
	6150	510-Supplies	0091 - Five Points Elementary School	Title, I Part A		$2,334.25
			Notes: Materials and Supplies			
	6150	519-Technology-Related Supplies	0091 - Five Points Elementary School	Title, I Part A		$380.00
			Notes: Ink			
					Total:	**$266,703.20**