Crown Point Elementary School

2021-22 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: 6/1/2015

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2020-21 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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Duval 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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.

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, position title, and job duties/responsibilities for each member of the school lead

Name	Position Title	Job Duties and Responsibilities
Hartley, Brett	Principal	Principal Brett Hartley leads instruction, school improvement, school safety, and provide management of all school functions. He leads observations, evaluations, professional d and data reviews. Mr. Hartley works with PTA, SAC, Shared Decision, and the Lighthou oversees the math leadership team and leads common planning for K-5 mathematics ar
Carr, Elisha	Assistant Principal	Assistant Principal Elisha Carr coordinates testing, computer-based instruction program complies data from Performance Matters. She leads parent relations for K-2. Mrs. Carr based and business partnerships and lead our SAC committee. She conducts focus wa observations, provides professional development and coaching to teachers and staff. SI common planning with ELA for K-5.
Sanders, Yolanda	Assistant Principal	Assistant Principal Yolanda Sanders coordinates student scheduling, serves as textboo and complies data through Performance Matters. She leads discipline and parent relatio 3-5. She conducts focus walks and observations, and provides professional developme coaching to teachers.
Repper, Amanda	Reading Coach	Provides targeted support for teachers and students in the area of reading and writing k
Driver, Dana	Instructional Coach	Provides targeted support for teachers and students in the area of math for grades K-5.
Olivares, Nicolas	Instructional Coach	Provides targeted support for teachers and students in the area of science for grades K

Demographic Information

Principal start date
Monday 6/1/2015, Brett Hartley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective
UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.
4

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

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school
720

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level										
	K	1	2	3	4	5	6	7	8	9	10
Number of students enrolled	113	115	143	141	109	162	0	0	0	0	0
Attendance below 90 percent	1	26	36	33	32	57	0	0	0	0	0
One or more suspensions	0	0	2	1	3	4	0	0	0	0	0
Course failure in ELA	2	2	0	0	1	0	0	0	0	0	0
Course failure in Math	2	0	1	0	2	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	1	5	50	62	44	90	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	2	16	43	63	53	77	0	0	0	0	0
Number of students with a substantial reading deficiency	0	1	2	9	30	30	0	0	0	0	0

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

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
Students with two or more indicators	64	88	81	82	36	36	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/12/2021

2020-21 - As Reported

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

Indicator	Grade Level										
	K	1	2	3	4	5	6	7	8	9	10
Number of students enrolled	136	139	143	150	145	160	0	0	0	0	0
Attendance below 90 percent	20	18	22	35	20	16	0	0	0	0	0
One or more suspensions	2	3	2	3	6	6	0	0	0	0	0
Course failure in ELA	1	0	0	1	0	0	0	0	0	0	0
Course failure in Math	1	0	0	1	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	66	91	85	81	50	47	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	84	106	104	100	38	37	0	0	0	0	0

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

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
Students with two or more indicators	64	88	81	82	36	36	0	0	0	0	0	0

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level										
	K	1	2	3	4	5	6	7	8	9	10
Number of students enrolled	136	139	143	150	145	160	0	0	0	0	0
Attendance below 90 percent	20	18	22	35	20	16	0	0	0	0	0
One or more suspensions	2	3	2	3	6	6	0	0	0	0	0
Course failure in ELA	1	0	0	1	0	0	0	0	0	0	0
Course failure in Math	1	0	0	1	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	66	91	85	81	50	47	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	84	106	104	100	38	37	0	0	0	0	0

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

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
Students with two or more indicators	64	88	81	82	36	36	0	0	0	0	0	0

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elemen
high school, or combination schools).

School Grade Component	2021			2019			20	
	School	District	State	School	District	State	School	D
ELA Achievement				52%	50%	57%	55%	
ELA Learning Gains				56%	56%	58%	58%	
ELA Lowest 25th Percentile				49%	50%	53%	41%	
Math Achievement				64%	62%	63%	64%	
Math Learning Gains				64%	63%	62%	56%	
Math Lowest 25th Percentile				49%	52%	51%	46%	
Science Achievement				54%	48%	53%	72%	

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade d

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**S Cor**
03	2021					
	2019	52%	51%	1%	58%	
Cohort Comparison						
04	2021					
	2019	54%	52%	2%	58%	
Cohort Comparison		-52%				
05	2021					
	2019	40%	50%	-10%	56%	
Cohort Comparison		-54%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**S Cor**
03	2021					
	2019	58%	61%	-3%	62%	
Cohort Comparison						
04	2021					
	2019	66%	64%	2%	64%	
Cohort Comparison		-58%				
05	2021					
	2019	54%	57%	-3%	60%	
Cohort Comparison		-66%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**S Cor**
05	2021					
	2019	48%	49%	-1%	53%	
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The District PMA's for ELA and Math for grades 3rd, 4th and 5th were used quarterly to monitor students' progre mastery of standards. 5th grade Science PMAs were used quarterly with 5th grade students to monitor progress mastery of standards.

Grade 1			
	Number/% Proficiency	**Fall**	**Winter**
English Language Arts	All Students	32	37
	Economically Disadvantaged	33	38
	Students With Disabilities	22	11
	English Language Learners	4	8
	Number/% Proficiency	**Fall**	**Winter**
Mathematics	All Students	13	32
	Economically Disadvantaged	10	27
	Students With Disabilities	13	17
	English Language Learners	10	17

Grade 2			
	Number/% Proficiency	**Fall**	**Winter**
English Language Arts	All Students	20	40
	Economically Disadvantaged	20	30
	Students With Disabilities	6	6
	English Language Learners	3	4
	Number/% Proficiency	**Fall**	**Winter**
Mathematics	All Students	9	33
	Economically Disadvantaged	7	32
	Students With Disabilities	0	13
	English Language Learners	0	8

Grade 3			
	Number/% Proficiency	Fall	Winter
English Language Arts	All Students	32	37
	Economically Disadvantaged	33	38
	Students With Disabilities	22	11
	English Language Learners	4	8
	Number/% Proficiency	Fall	Winter
Mathematics	All Students	45	42
	Economically Disadvantaged	51	44
	Students With Disabilities	29	28
	English Language Learners	13	17

Grade 4			
	Number/% Proficiency	Fall	Winter
English Language Arts	All Students	31	51
	Economically Disadvantaged	28	48
	Students With Disabilities	5	29
	English Language Learners	15	27
	Number/% Proficiency	Fall	Winter
Mathematics	All Students	38	37
	Economically Disadvantaged	33	33
	Students With Disabilities	21	19
	English Language Learners	18	21

Grade 5			
	Number/% Proficiency	Fall	Winter
English Language Arts	All Students	45	55
	Economically Disadvantaged	37	51
	Students With Disabilities	27	31
	English Language Learners	13	4
	Number/% Proficiency	Fall	Winter
Mathematics	All Students	49	49
	Economically Disadvantaged	39	36
	Students With Disabilities	27	31
	English Language Learners	22	13
	Number/% Proficiency	Fall	Winter
Science	All Students	52	50
	Economically Disadvantaged	40	41
	Students With Disabilities	33	31
	English Language Learners	17	4

Subgroup Data Review

2021 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 201
SWD	26	33		45	40		21			
ELL	30	48	42	51	78	69	26			
BLK	33	39		38	35		28			
HSP	41	49	38	51	68	75	22			
MUL	62			69						
WHT	60	55		63	66		66			
FRL	41	45	38	47	47	50	32			
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 201
SWD	13	27	25	27	43	47	13			
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					

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 201
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 201
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			

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index
ESSA Category (TS&I or CS&I)
OVERALL Federal Index – All Students
OVERALL Federal Index Below 41% All Students
Total Number of Subgroups Missing the Target
Progress of English Language Learners in Achieving English Language Proficiency
Total Points Earned for the Federal Index
Total Components for the Federal Index
Percent Tested
Subgroup Data
Students With Disabilities
Federal Index - Students With Disabilities
Students With Disabilities Subgroup Below 41% in the Current Year?
Number of Consecutive Years Students With Disabilities Subgroup Below 32%
English Language Learners
Federal Index - English Language Learners
English Language Learners Subgroup Below 41% in the Current Year?
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?
Number of Consecutive Years Native American Students Subgroup Below 32%

Asian Students
Federal Index - Asian Students
Asian Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Asian Students Subgroup Below 32%

Black/African American Students
Federal Index - Black/African American Students
Black/African American Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Black/African American Students Subgroup Below 32%

Hispanic Students
Federal Index - Hispanic Students
Hispanic Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Hispanic Students Subgroup Below 32%

Multiracial Students
Federal Index - Multiracial Students
Multiracial Students Subgroup Below 41% in the Current Year?
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?
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%

White Students
Federal Index - White Students
White Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years White Students Subgroup Below 32%

Economically Disadvantaged Students
Federal Index - Economically Disadvantaged Students
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applica

What trends emerge across grade levels, subgroups and core content areas?

The lowest performance were students in the lowest 25th percentile for both ELA and Math at 49% for grades
combined. 5th grade ELA had the greatest decline. There was a 10 point decrease in Science achievement.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the
for improvement?**

Students with disabilities and ELL subgroups are the lowest performing groups for the past two years. These s
also included in the Lowest 25th percentile.

**What were the contributing factors to this need for improvement? What new actions would need to be
address this need for improvement?**

Two of the three teachers in 5th grade were on maternity leave from March through the end of the year. The t
was new to teaching 5th grade ELA. Students in the ELA lowest 25th percentile were less than 50% and are r
learning gains. To address this need for improvement these students will receive priority scheduling to ensure
instruction and accommodations are followed.

**What data components, based off progress monitoring and 2019 state assessments, showed the most
improvement?**

The data component with the most improvement was math lowest 25th percentile These students increased 7

What were the contributing factors to this improvement? What new actions did your school take in thi

The contributing factor to this improvement was a new team of 4th grade ELA teachers was created. These te
collaborated consistently and worked closely with the administration and reading coach during PLCs.

What strategies will need to be implemented in order to accelerate learning?

A strategy that will be implemented are a reading intervention block in order for students with disabilities and E
receive more targeted and additional small group instruction. These students will also be a focus to track read
throughout the year.

**Based on the contributing factors and strategies identified to accelerate learning, describe the profess
development opportunities that will be provided at the school to support teachers and leaders.**

A school-wide strategy strategy of close reading and annotating the text will be implemented and monitored in
3rd-5th. Teachers and staff will be trained in these strategies by the Administration and instructional coaches.

**Provide a description of the additional services that will be implemented to ensure sustainability of im
the next year and beyond.**

Student data trackers and quarterly data chats with goal setting will be implemented school-wide. An ESE tea
assigned to each grade level in order to closely plan and work with both teachers and students with disabilities
paraprofessionals will be included in staff professional development.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The students with disabilities subgroup is below the 41% Federal Index threshold and is 28% at Crown Elementary. We will create systems to monitor progress and provide support in all areas of need. In goals set forth in the individualized education plan, we will focus on strategies to intensify support for students with disabilities. An ESE teacher has been assigned to each grade level to provide pers support and to work alongside the general education teacher. Teachers and support staff will continu trained to provide direct instruction using research-based interventions.
Measurable Outcome:	By the end of the 2021-2022 school year, we want the Federal Index for students with disabilities to least 41%.
Monitoring:	The administrative team will check for fidelity of differentiated small group instruction, ensure that all updated and reevaluated, and progress monitor data on these students at the end of each quarter to progress towards mastery.
Person responsible for monitoring outcome:	Brett Hartley (hartleyb@duvalschools.org)
Evidence-based Strategy:	Instruction will be planned for differentiated small group instruction to meet the student needs and th of the standards. Then student achievement will increase. Social-Emotional Interventions: 1. School-Based Counseling Services 2. Wellness Wednesday 3. Calm Classroom
Rationale for Evidence-based Strategy:	https://pdfs.semanticscholar.org/5ab9/ 9f97ae30c9b8279b6a53a05ead5cf5a8f6cf.pdf?_ga=2.85160592.821195371.1626958419-49239228

Action Steps to Implement

Instructional coaches and general education teachers will collaborate and mentor ESE teachers regarding high imp within specific content areas. Coaches will offer support, feedback, modeling and individualize professional learning way to improve instructional goals.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

Instructional coaches and administration will provide support for planning for core and small group differentiated ins both general education and ESE teachers.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

School counselors and Administrative team will work collaboratively with the ESE and General Education teachers review students accommodations and progress toward IEP goals.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

Priority scheduling will be provided for tutoring support given to students with disabilities.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	When analyzing Crown Point's data from 2020-2021 school year, the Standards Walk Through Dash revealed that instruction matching the focus board and student task alignment was at 79%. We spec that teachers are not providing opportunities for students to productively struggle. The data shows th materials were aligned, teachers need additional support during PLC & common planning time to us arcs to select aligned tasks.
Measurable Outcome:	If teachers consistently assign tasks and activities that completely align with the standards, along wi learning to students, then our task alignment score will be at 90% or above.
Monitoring:	The administrative team will collaboratively conduct a Standards Walk-Through as a team to ensure aligned and calibrated as a team. This process will allow for meaningful academic discussions as we findings during our weekly administrative meetings.
Person responsible for monitoring outcome:	Brett Hartley (hartleyb@duvalschools.org)
Evidence-based Strategy:	Leverage Professional Learning Communities and common planning to strengthen teacher's knowle use the learning arcs to select tasks that are appropriately aligned to the grade-level standards. Evid consist of completed learning arcs from grades K-5, examples of the task assigned to students, and Standards Walk-Through Dashboard collected using the Standards Walk-Through tool.
Rationale for Evidence-based Strategy:	According to our 5 Essentials Data, we scored low on teacher influence over curriculum and strategi We hope to improve in this area through collaborative planning sessions with the teachers and offeri autonomy on selecting tasks that align with the standards.
	Schools need to ensure students are getting standards-aligned and grade appropriate instruction, so prepared to face the assessments designed by the state.

Action Steps to Implement

Since we have a new assistant principal on our team, we will create a schedule that allows the administration time t weekly classroom visits at the same time for calibration purposes.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

We will integrate discussions on alignment findings into the scheduled administrative and leadership team meetings

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

Instructional coaches will be trained on the Standards Walk-Through tool and invited to attend instructional walks.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

We will continue to collaborate with teachers and instructional coaches on the Learning Arc process for K-2 and 3-5 Administration and instructional coaches will facilitate the learning arc work during PLC and Common Planning time occur 90 minutes every other week.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

Beginning no later than the start of the 2nd semester, we will begin releasing the Learning Arc work to the teachers facilitation from admin or instructional coaches. Administration will read over the work created by the teachers and p feedback. Please note that administration and instructional coaches will still be a part of common planning, howeve be in the front of the room leading step-by-step.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	In order to increase student achievement in reading, a focus has been placed on small group instruc[...] students will participate in a school-wide reading intervention time utilizing Reading Mastery for grad[...] Corrective Reading for 3rd as part of the District-wide 3rd Grade Reading initiative and students in g[...] use the Leveled Literacy Intervention program or receive data-driven small group instruction using n[...] articles from Common Lit, Achieve 3000 or Scholastic Storyworks.
Measurable Outcome:	FSA ELA Learning Gains: 60% FSA ELA Lowest Performing Quartile Gains: 60%
Monitoring:	Quarterly review the Reading Mastery and Corrective Reading data. Quarterly review the district PM[...] progress toward student achievement goals.
Person responsible for monitoring outcome:	Brett Hartley (hartleyb@duvalschools.org)
Evidence-based Strategy:	Instructional Coaches, 3rd Grade Reading interventionist and Administration will provide coaching s[...] classroom teachers, ESE teachers and paraprofessionals in the full implementation of programs and[...] instruction. We will also devise improvement strategies based on data.
Rationale for Evidence-based Strategy:	Scheduling a reading intervention block for each grade level will provide teachers and paraprofessio[...] remediate and enrich for individual student needs. This time also provides students with authentic e[...] research-based materials for tiered support. https://intensiveintervention.org/intervention-resources/literacy-strategies

Action Steps to Implement

The administrative team and instructional coaches will monitor quarterly data for Reading Mastery, Corrective Read[...] District PMAs to monitor for student growth.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

Instructional Coaches will utilize Common Planning time to support the implementation of reading programs to ensu[...] standards alignment. Coaches and administration will provide ongoing support to teachers and paraprofessionals i[...] developing data-driven lessons.

Person Responsible	Brett Hartley (hartleyb@duvalschools.org)

#4. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Historical data for both achievement and learning gains show periods of growth followed by dips in a grade components. There is a need to create sustainable growth in all areas that will lead to continu in achievement as well as learning gains. According to the 20-21 5 Essentials data, our scores decre to 54 in the area of Quality Professional Development. Although there was only a slight decrease in Development, the overall area of Collaborative Teachers still is our lowest category and needs impro
Measurable Outcome:	FSA ELA Reading Proficiency 58% FSA ELA Reading Gains: 60% FSA ELA Lowest Performing Quartile Gains: 60% FSA Math Proficiency: 65% FSA Math Gains: 65% FSA Math Lowest Performing Quartile Gains: 60% SSA Science Proficiency: 72% 2021 5 Essentials Data for Quality Professional Development: 75
Monitoring:	The Leadership team along with instructional coaches will review data quarterly using the district pro Progress Monitoring Assessments with grades 3-5 for ELA, Math and 5th grade Science.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	If instruction is planned and differentiated to meet both student needs and the expectation of the sta student achievement will increase.
Rationale for Evidence-based Strategy:	https://www.aasa.org/SchoolAdministratorArticle.aspx?id=9584

Action Steps to Implement

Create an official professional development system that includes a team with representation from all grade levels th monthly to plan and implement 45 minutes of professional development during Early Release Days.

Person Responsible Brett Hartley (hartleyb@duvalschools.org)

Administration and instructional coaches will work with the professional development team to provide strategies an lesson planning and implementation. This support will include how to effectively use technology, such as document mimeos and NEC projectors, to enhance student engagement and learning. Also, using the software program Exple will enhance teacher instruction.

Person Responsible Brett Hartley (hartleyb@duvalschools.org)

Using the Leader in Me program, each grade level will develop leadership portfolios with all students. These portfol students to create their own goals and track their achievement throughout the year. We Want students to be comm hard to achieve their goals and persist even when things get difficult. We also want students to feel excited to learn they can in class and actively work toward their goals. To achieve this, faculty and staff will be trained on site for Co the Core 2 teacher guides within the Leader in Me program.

Person Responsible Brett Hartley (hartleyb@duvalschools.org)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on 2020-21 data, ELA was identified as a critical need. Students at o[...] support with learning the foundational skills of how to read and also understanding the co[...] reading. As an Area of Focus, student success in ELA progress will also increase student achiev[...] subject areas. o The percentage of students in grades 3-5, below Level 3 on the 2021 state[...] standardized English Language Arts assessment are as follows: 3rd grade is 58%, 4th grade is 59[...] grade is 52%. o The percentage of students in kindergarten through grade 3, based on 202[...] year screening and progress monitoring data, who are not on track to score Level 3 or above on[...] standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%[...]
Measurable Outcome:	K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by [...] points. Decrease number of "Below Grade Level" students by 3-4 percentage points. *Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 sta[...] standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "[...] Level" students by 3-4 percentage points.
Monitoring:	Our school leadership team, district content specialist support, and Supplem[...] Instructional APs will review ELA data from district assessments.
Person responsible for monitoring outcome:	Brett Hartley (hartleyb@duvalschools.org)
Evidence-based Strategy:	Data Driven Lesson Planning: Understanding where students are with maste[...] standards, using data from informal and formal assessments, planning clear objectives, implementation[...] for understanding when lesson planning. Small Group/Differentiated Instruction: Based on data, breaking groups of st[...] smaller groups to ensure Tier II support is given. Not all students are on the same level, but al[...] must be mastered. Small group instruction will allow teachers to meet students at their level to s[...] needs. Progress Monitoring: Ensuring whole group lessons, interventions, and asse[...] done with fidelity. Checking effectiveness from student data. Instructional Reviews with Action Plans: Collecting data from classrooms in [...]

	providing immediate
	and clear feedback for teachers and school leadership teams to work togeth
	effectiveness.
	Data-driven Lesson Planning: Effective lesson planning requires teachers to
	three essential
	components such as the objective, the implementation, and a reflection.
	https://www.ascd.org/el/articles/howto-
	plan-effective-lessons
	Small Group/Differentiated Instruction: Small group instruction is the key to c
	results and is the
	gateway to meeting the needs of all learners. https://www.ascd.org/el/article
	reading-groups-intobig-
	wins
Rationale for Evidence-based Strategy:	
	Progress Monitoring: Student progress monitoring helps teachers evaluate h
	their instruction is,
	either for individual students or for the entire class. https://www.ascd.org/el/a
	student-progressmonitoring-
	improves-instruction
	Instructional Reviews with Action Plans: The implementation review is a plar
	1) recognize
	accomplishments, 2) track actions, 3) measure implementation impact, 4) ev
	plan, 5) determine next
	steps. It may be used by the school alone or with the assistance of the supp
	https://institutionalresearch.

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible   Brett Hartley (hartleyb@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible   Brett Hartley (hartleyb@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible   Brett Hartley (hartleyb@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state ar primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how culture and environment will be monitored through the lens of behavior or discipline data.

Bullying is an additional area of concern for Crown Point Elementary. We will utilize the monthly Leader i character traits and conduct dedicated time for Leader in Me lessons on Early Release Wednesdays. Also have the opportunity to participate in student leadership clubs.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Crown Point will continue to participate in the Leader in Me program. We will continue to build student leadership an
that will apply to life at home and at school. Parent involvement events will be planned and implemented to inform a
parents in their students' learning. Parents will receive support in partnering with their child to reach their individually
achieve success.

Within the Leader in Me framework, we have 7 action teams in which all faculty and staff are members who meet m
minimum. Those teams are:
1. Professional Learning
2. Student Learning
3. Community Learning
4. Leadership Environment
5. Leadership Events
6. Shared Leadership
7. Student Achievement
Using the work and ideas from each of these teams, we are able to positively impact the school culture and environ
ways. We take data from surveys such as the 5 Essentials and the MRA to make decisions that are best for the sch

To aid in creating a safe and inviting space for students to learn and lead, we will continue to use the Title 1 funds to
additional school counselor. Our counselors work with students both in whole group and small group settings. They
instrumental in implementing our SEL programs we have at Crown Point.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Partnerships with both faith-based and business partners will continue to be built and utilized to support the school
Currently, three faith-based partners have been established and their efforts are being coordinated through quarterly
representative present from each group. We are working closely with them to best utilize the abilities and talents ea
to impact our school. Business partnerships are being built and established in order to meet the needs for program i
and to build community awareness of services to support families.

Crown Point has two strong parent organizations which are the PTA and SA. Each group meets separately monthly,
several individuals are members of both groups to ensure continued communication. These groups volunteer and ra
solely for the purpose of enriching students' lives and making school
improvements.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning
5	III.A.	Areas of Focus: Instructional Practice: ELA